

38230-1

THE VIRGINIA PLAN FOR HIGHER EDUCATION

1985

SCHEV

COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Stephen J. Wright, Chairman

Richmond

Stanley E. Harrison

Vice-Chairman

McLean

Robert L. Burrus, Jr.

Richmond

Marian P. Capps

Norfolk

Whittington W. Clement, Jr.

Danville

S. John Davis

Richmond

Bernard J. Haggerty

Charlottesville

Joan S. Jones

Lynchburg

Ruby G. Martin

Richmond

William B. Spong

Williamsburg

Gordon C. Willis

Roanoke

Gordon K. Davies

Director

CONTENTS

Council of Higher Education for Virginia	2
Introduction	4
The Virginia System of Higher Education — Statistical Profile	6
The Issues	18
A Time of Opportunity	18
Some Issues of Concern	24
Institutional Narratives — Public Institutions	30
Institutional Narratives — Independent Institutions	62

INTRODUCTION

The Council of Higher Education is required by law to publish a statewide plan for higher education and to revise that plan every two years. It has done so since 1974.

In 1974, the Council of Higher Education set three goals for Virginia's system of higher education: access, excellence and accountability. The Council reaffirms its commitment to these goals in issuing this revision to the **Virginia Plan**. But to them the Council now adds a fourth goal: to place Virginia's colleges and universities among the best systems of higher education in the nation.

The 1985 revision to the **Virginia Plan for Higher Education** is different from its predecessors because conditions have changed both within Virginia and nationally. The next several years offer an opportunity for Virginia to make its system of colleges and universities one of the best in the United States. With an investment of resources that is modest compared to the present expenditures for higher education, and with imagination and commitment, Virginia higher education can move from good to superb. The Council recommends that Virginia's leaders seize the opportunity presented to us.

The bedrock of Virginia higher education is undergraduate education. As national interest has shifted to the quality of undergraduate education offered by colleges and universities, Virginia institutions have been cited with increasing frequency. Despite decreasing numbers of high school graduates, some Virginia colleges and universities are receiving more applications for admission than ever before.

The soaring cost of education at the nation's elite colleges and universities also has focused attention on Virginia institutions. Commentaries and guidebooks are pointing out that the quality of education at a select number of state supported colleges and universities is equal to that offered by the elite institutions, while the costs are far less. This, too, increases the





popularity of some Virginia institutions among applicants to undergraduate programs.

While some Virginia institutions have national markets, others do not. Indeed, the missions of most institutions—the community colleges, the urban universities, and several of the state colleges and universities—do not call for them to enroll large numbers of students from other states. The Council thinks that the general quality of Virginia undergraduate education is high among both groups, those that have national markets and those that do not. But a time of opportunity is not at all a time for complacency. Institutions that are not striving constantly to improve their quality almost certainly are in decline. There is more to be done in every sector of Virginia higher education, and at each and every institution.

Undergraduate education in Virginia is generally good and in some instances excellent, but colleges and universities have not yet developed adequate means to assess student learning. This is important not simply so assessment results can be reported to the public—that is merely a by-product—but so the

curricula and ways of teaching can be further improved and modified to meet student needs more effectively. No system is fully responsive unless it constantly monitors the quality of its work.

Virginia's community colleges are an exceptionally valuable resource to the Commonwealth. More can be done to make them an integral part of efforts to attract new industry and better or additional jobs to Virginia. In this 1985 revision of the **Plan**, the Council recommends that the Governor set aside a portion of higher education funding to meet specific priorities. Increased participation by community colleges in economic development efforts possibly is one priority for higher education in the next several years.

The research programs of Virginia's colleges and universities are improving, but are far from satisfactory. Three universities rank in the top 100 research institutions of the nation, but all are in the bottom 50 of the 100. Virginia should provide additional resources to help its universities become eminent in research.

The quality of competition for research funding among American universities, and the uncertain prospects for federally sponsored research in the face of efforts to reduce the budget deficit, suggest that it no longer is possible for each university to develop research eminence across all disciplines. Virginia should consider targeting support for specific areas of research to each of its major universities, perhaps following the model of research emphases introduced by the Center for Innovative Technology.

The need to avoid pointless duplication in developing research capacity is part of a more general concern. While the Council of Higher Education thinks that Virginia higher education is healthy and generally quite good, it is troubled by the possibility that there is too much duplication of effort among the institutions. Particularly at the graduate level, the Council thinks that elimination of degree programs would strengthen the system as a whole.

This revision to the **Virginia Plan** describes the colleges and universities that constitute the system of higher education. It then recommends ten steps that should be taken to achieve the new goal of placing Virginia's colleges and universities in the forefront of American higher education. These steps should be considered as parts of a whole, and several of them are closely related. They are intentionally presented without great detail so that different approaches to each can be considered.

But the time of opportunity is now. The Council urgently recommends that the leaders of Virginia endorse the new goal and begin taking the steps that will lead to its realization.

— Stephen J. Wright
Chairman,
State Council of Higher Education
for Virginia

THE VIRGINIA SYSTEM OF HIGHER EDUCATION - STATISTICAL PROFILE

The Virginia System: Introduction

The Virginia system of higher education includes 39 state-supported institutions, 36 independent institutions, and two proprietary institutions that award degrees. In addition, the system has 35 institutions of higher education that have principal campuses located outside the Commonwealth but offer courses and degree programs within the state. Finally, there are approximately 150 other institutions, mostly proprietary schools, that provide postsecondary training to Virginia students and offer certificates or diplomas to their graduates.

The uniqueness of the Virginia system is its diversity. There are public and independent institutions which admit only a small percentage of applicants. There are other institutions that provide virtually "open-access" to all citizens who can benefit from attendance.

The **Virginia Plan for Higher Education** concentrates on the 77 degree-granting institutions which have been chartered or statutorily established by the Commonwealth. This chapter provides an overview of the colleges and universities that collectively form one of the most diverse — and increasingly excellent — systems of higher education in the nation.

Enrollment

The 77 institutions included in the **Virginia Plan** enrolled over 295,000 students in Fall 1985. Virginia's public and independent college system ranks in the top quarter of all states in total enrollment. The Commonwealth's public system is eleventh in the nation.

The 1960s and early 1970s were years of unprecedented growth for public higher education in Virginia as well as nationally. Between 1965 and 1975, enrollment in the state-supported institutions more than tripled, from about 60,000 to almost 200,000 students. The growth was the result of the post-war "baby boom" and a determined effort on the part of the Commonwealth to make higher education accessible to all students who could benefit from it. The middle of the 1960s saw the development of the Virginia Community College System, which now enrolls approximately 42 percent of all the students who attend Virginia's public institutions.

Although the number of high school graduates in Virginia has declined over the past eight years, falling from 72,089 to 60,959, enrollments in public higher education have increased during this period. However, full-time equivalent student (FTES) enrollment was at its highest level in Virginia in the 1981-82 academic year.

By Fall 1985, including students enrolled in both on and off-campus programs and courses, more than 254,000 students were attending Virginia's 39 state-supported institutions. The enrollment, by institution, and the characteristics of the students are shown in Table 1.

Among Virginia's four-year institutions, George Mason University, in particular, continues to enjoy significant growth, increasing its headcount enrollment by almost 10 percent in Fall 1985. Although there are exceptions, institutions located within urban areas have tended to decrease in enrollment during the

past three years, while suburban and even a number of rural located institutions have increased in size.

Independent college enrollments in Virginia also grew substantially during the 1960s and early 1970s. But, their growth was much slower than that of the public institutions. In addition, the independent institutions' percentage of the total system enrollment dropped from approximately 33 percent in 1960 to about 13 percent in 1978; the percentage has remained approximately the same since that time. The historical growth of the independent institutions and their current enrollments are shown in Tables 2 and 3. In Fall 1985, these institutions had a 4 percent increase over their Fall 1984 headcount. Altogether, the institutions have 40,381 students this year.

Nationally, many states have experienced a decline in their college and university enrollments. The decrease in students is related to a lower birthrate and its effect on the number of 18 to 21-year olds who are the traditional college-age population. Because Virginia is among the states that will continue to have increases in population throughout most of the 1980s, the decline in the traditional college-age population is not expected to result in a uniform decrease in Virginia's higher education enrollment. On the contrary, there will continue to be important areas of growth throughout the Commonwealth.

Virginia's enrollment probably will be sustained in part because it has a larger percentage of its total population enrolled in public higher education than any state in the South. Measured on this basis, Virginia ranks 20th in the nation, with 3.12 percent of its total population enrolled in the two and four-year public institutions. This ranking places Virginia well above the national average of 2.87 percent and ahead of all other Southern states. When the 36 independent institutions are included in this measurement, Virginia ranks 25th in the nation, ahead of all other Southern states except North Carolina.

The decline in the traditional college-age population will mean that even in Virginia the remainder of the 1980s and the early 1990s will be a period of markedly slower growth. The current and projected higher education on-campus enrollments in Virginia between 1984 and 1996 are shown in Table 4. It should be emphasized that these projections are based on the best demographic data available in late 1985 and make no attempt to reflect changes in enrollment patterns which might occur if funding for various federal and state financial aid programs or tuition charges change significantly. The projections also do not show future off-campus enrollments for Virginia's institutions. Currently, about 20,000 students are enrolled in courses and programs offered away from institutions' principal campuses.

Over the past decade, Virginia's institutions have become increasingly attractive to the state's residents, as demonstrated by the fact that the Commonwealth now has more out-of-state students enrolling in its colleges and universities than there are Virginia students who choose to enroll at out-of-state institutions. The availability of programs and the increased excellence of the system also have improved the national reputation of Virginia's institutions. Two have been cited as "public Ivies" while several other public and independent institutions have been recognized nationally as having excellent undergraduate programs or as "best buys."

Students

The students entering the Commonwealth's institutions today generally are better prepared than in the recent past. Standardized tests administered in the elementary-secondary grades show marked improvements in student scores. In the past four years, high school graduation requirements have become more rigorous. Scores on the Scholastic Aptitude Test (SAT) taken by all students planning to enter senior institutions in Virginia have climbed since 1981. For Fall

TABLE 1
Enrollment at Virginia's State-Supported Institutions, Fall 1985
(On and Off-Campus Students)

	Full-time	Part-time	Virginia Residents	Non-Virginia Residents	Men	Women	TOTAL
Christopher Newport College	1,921	2,224	3,712	433	1,736	2,409	4,145
Clinch Valley College	743	523	1,217	49	509	757	1,266
George Mason University	8,557	8,537	15,007	2,087	7,804	9,290	17,094
James Madison University	8,459	1,883	8,181	2,161	4,439	5,903	10,342
Longwood College	2,505	279	2,547	237	989	1,795	2,784
Mary Washington College	2,477	706	2,625	558	830	2,353	3,183
Norfolk State University	5,899	1,286	5,382	1,803	2,990	4,195	7,185
Old Dominion University	9,803	6,062	12,196	3,669	7,728	6,137	15,865
Radford University	5,934	1,066	6,442	558	2,476	4,524	7,000
University of Virginia	15,984	4,584	13,490	7,078	9,868	10,700	20,568
Virginia Commonwealth University	11,720	8,141	18,148	1,713	8,380	11,481	19,861
Virginia Military Institute	1,273	0	684	589	1,273	0	1,273
Virginia Polytechnic Institute & State University	20,735	3,458	17,542	6,651	14,241	9,952	24,193
Virginia State University	2,997	1,030	2,734	1,293	1,756	2,271	4,027
The College of William and Mary	5,804	872	4,471	2,205	3,228	3,448	6,676
TOTAL—Four-Year Institutions	104,811	40,651	114,378	31,084	68,247	77,215	145,462
Blue Ridge Community College	546	1,745	2,265	26	916	1,375	2,291
Central Virginia Community College	885	2,658	3,449	94	1,649	1,894	3,543
Dabney S. Lancaster Community College	514	796	1,273	37	583	727	1,310
Danville Community College	767	1,113	1,820	60	886	994	1,880
Eastern Shore Community College	142	339	475	6	178	303	481
Germanna Community College	320	1,424	1,706	38	665	1,079	1,744
J. Sargeant Reynolds Community College	1,975	7,572	9,396	151	3,608	5,939	9,547
John Tyler Community College	779	3,355	3,981	153	1,615	2,519	4,134
Lord Fairfax Community College	428	1,538	1,925	41	688	1,278	1,966
Mountain Empire Community College	895	1,691	2,548	38	1,294	1,292	2,586
New River Community College	907	1,831	2,706	32	1,143	1,595	2,738
Northern Virginia Community College	6,656	25,626	29,587	2,695	13,977	18,305	32,282
Patrick Henry Community College	387	1,359	1,732	14	685	1,061	1,746
Paul D. Camp Community College	332	800	1,126	6	420	712	1,132
Piedmont Virginia Community College	655	3,122	3,695	82	1,411	2,366	3,777
Rappahannock Community College	310	1,003	1,293	20	386	927	1,313
Southside Virginia Community College	529	1,176	1,699	6	598	1,107	1,705
Southwest Virginia Community College	1,261	3,576	4,697	140	2,675	2,162	4,837
Thomas Nelson Community College	1,426	4,606	5,683	349	2,705	3,327	6,032
Tidewater Community College	3,243	10,683	12,898	1,028	6,079	7,847	13,926
Virginia Highlands Community College	790	911	1,611	90	685	1,016	1,701
Virginia Western Community College	1,407	4,635	5,966	76	2,501	3,541	6,042
Wytheville Community College	622	1,160	1,749	33	628	1,154	1,782
TOTAL—Community Colleges	25,776	82,719	103,280	5,215	45,975	62,520	108,495
Richard Bland College	483	420	876	27	328	575	903
TOTAL—Two-Year Institutions	26,259	83,139	104,156	5,242	46,303	63,095	109,398
TOTAL—ALL STATE-SUPPORTED INSTITUTIONS	131,070	123,790	218,534	36,326	114,550	140,310	254,860

TABLE 2

Independent College and University Enrollment
1960-1985

1960	16,810 (est.)
1970	28,030
1973	27,908
1978	31,618
1980	34,224
1982	36,400
1985	40,381

1985, Virginia's average SAT score was 908, fourteen points above the 1984 score and two points higher than the national average.

Part-Time Students: As Virginia's enrollment has become less dependent on 18 to 21-year olds during the last several years, the number of part-time, older students has increased significantly. Table 5 contrasts the change in the mix of full-time and part-time students attending the state-supported institutions between 1970 and 1985. In 1970, only slightly more than 28,000 students were enrolled part-time (26 percent of the total enrollment). By 1985, over 104,000 students (44.5 percent of the total enrollment) were part-time; almost 75 percent of the students who enrolled at two-year institutions did so part-time. However, overall for the state-supported institutions, the percentage of students who attended college part-time actually declined between 1980 and 1985. Forty-eight percent of the total enrollment was part-time in 1980. By 1982, the percentage had declined to 46; by 1984, it had fallen another 1.5 percent. Therefore, the data seem to suggest that, except in the two-year institutions, the trend toward larger numbers of students attending Virginia colleges part-time may have peaked several years ago.

TABLE 3

Headcount Enrollment At
Independent Institutions, Fall 1985
(On and Off-Campus)

Institution	Total
Averett College	953
Bluefield College	335
Bridgewater College	744
CBN University	715
Christendom College	123
College of Health Sciences	155
Eastern Mennonite College	877
Eastern Virginia Medical School	369
Emory and Henry College	771
Ferrum College	1,337
Hampden-Sydney College	829
Hampton Institute	4,140
Hollins College	949
Institute of Textile Technology	21
Liberty University	5,930
Lynchburg College	2,175
Mary Baldwin College	902
Marymount College of Virginia	2,201
National Business College	897
Northern Virginia Law School	48
Notre Dame Pontifical Catechetical Institute	134
Presbyterian School of Christian Education	137
Protestant Episcopal Theological Seminary	185
Randolph-Macon College	992
Randolph-Macon Woman's College	799
Roanoke College	1,509
Saint Paul's College	712
Shenandoah College and Conservatory of Music	902
Southern Seminary Junior College	244
Sweet Briar College	756
Union Theological Seminary	260
University of Richmond	4,609
Virginia Intermont College	481
Virginia College	96
Virginia Seminary and College	46
Virginia Union University	1,311
Virginia Wesleyan College	1,000
Washington and Lee University	1,737
TOTAL—INDEPENDENT INSTITUTIONS	40,381

Age Shifts: The age shift in all institutions has had a significant effect on the character of the institutions. In 1985, as noted in Table 6 (the latest data available), about 25 percent of Virginia's enrollment in senior state-supported institutions was comprised of students beyond the age of 24. In the community colleges, over half (57.2 percent) of all the students were age 25 and above.

As with the enrollment of part-time students, however, the state-supported institutions, taken as a group, have experienced a decline in the percentage of students above the age of 24. The decline is modest, however. Between 1979 and 1985, the percentage decreased from 41.5 percent to 40 percent of the total students.

Minority Students: Although Virginia has attempted to provide access to higher education for all its citizens, during the last 15-year period the Commonwealth has placed particular emphasis on enrolling additional numbers of minority students. As Table 7 shows, minority enrollment in the state-supported institutions rose 119 percent between 1973 and 1985. At the same time, the minority percentage of the total student enrollment increased from 13.9 percent in 1973 to 18.2 percent in 1980 and has remained at that level. The latter percentage is roughly equivalent to the minority percentage of the population in Virginia.

Nationally, the participation rate for minority students in higher education has declined over the past five years. Virginia's participation rate is well above the national average, due to the Commonwealth's strong commitment to increasing its minority enrollment and to the concerted efforts of all of the institutions.

TABLE 4
Headcount and Full-Time Equivalent (FTE) Enrollment: Actual, Estimated And Projected
(On-Campus Students)

	1984 Actual Fall Headcount	1984-85 Actual FTE	1985 Est. Fall Headcount	1985-86 (Est.) FTE	1989 Projected Fall Headcount	1989-90 Projected FTE	1996 Projected Fall Headcount	1996-97 Projected FTE
Christopher Newport College	4,175	2,521	4,200	2,525	4,350	2,615	4,425	2,665
Clinch Valley College	891	744	955	768	955	768	955	768
George Mason University	15,230	9,829	15,805	10,176	18,620	11,935	21,947	13,837
James Madison University	9,320	8,992	9,393	9,032	9,663	9,229	9,950	9,457
Longwood College	2,596	2,640	2,784	2,780	3,123	3,043	3,349	3,114
Mary Washington College	3,035	2,623	3,139	2,735	3,478	2,971	3,997	3,344
Norfolk State University	7,050	6,293	7,466	6,671	7,921	7,317	8,237	7,461
Old Dominion University	14,590	11,175	14,824	11,281	15,102	11,303	15,095	11,296
Radford University	6,485	5,791	6,557	6,023	7,116	6,589	7,336	6,803
University of Virginia	17,143	16,399	17,143	16,347	17,244	16,439	17,244	16,439
Virginia Commonwealth University	18,807	13,526	18,585	13,517	18,400	13,473	18,400	13,473
Virginia Military Institute	1,338	1,519	1,330	1,517	1,330	1,481	1,330	1,484
Virginia Polytechnic Institute and State University	21,454	20,671	21,491	20,899	21,102	20,538	21,103	20,538
Virginia State University	3,801	3,530	4,002	3,617	4,002	3,617	4,002	3,617
The College of William and Mary	6,640	6,232	6,739	6,327	6,812	6,421	6,869	6,464
TOTAL—Four-Year Institutions	132,555	112,485	134,413	114,215	139,218	117,739	144,239	120,760
Blue Ridge Community College	1,857	872	1,855	850	1,877	860	2,012	922
Central Virginia Community College	3,122	1,422	3,168	1,463	3,163	1,477	3,200	1,506
Dabney S. Lancaster Community College	1,045	560	1,058	578	1,110	605	1,180	640
Danville Community College	1,867	1,140	1,867	1,187	1,893	1,209	1,992	1,287
Eastern Shore Community College	373	187	406	203	463	205	498	213
Germanna Community College	1,758	707	1,792	716	1,841	739	1,921	771
J. Sargeant Reynolds Community College	9,190	3,885	9,019	3,878	9,430	4,055	10,098	4,342
John Tyler Community College	3,325	1,459	3,318	1,445	3,377	1,461	3,620	1,567
Lord Fairfax Community College	1,478	632	1,503	663	1,496	673	1,533	691
Mountain Empire Community College	2,085	872	2,102	907	2,181	927	2,277	975
New River Community College	2,511	1,176	2,578	1,287	2,756	1,345	2,965	1,447
Northern Virginia Community College	31,453	13,456	32,014	13,983	34,097	14,584	36,556	15,670
Patrick Henry Community College	1,397	598	1,376	609	1,384	617	1,485	662
Paul D. Camp Community College	611	283	658	286	670	295	680	299
Piedmont Virginia Community College	2,834	1,147	2,794	1,179	2,896	1,215	3,046	1,278
Rappahannock Community College	942	465	925	472	942	472	942	472
Southside Virginia Community College	1,101	666	1,147	692	1,176	705	1,188	712
Southwest Virginia Community College	2,649	1,462	2,563	1,553	3,483	1,649	3,865	1,829
Thomas Nelson Community College	5,567	2,634	5,368	2,605	5,679	2,657	6,089	2,849
Tidewater Community College	14,585	6,648	14,759	7,292	15,483	7,567	16,797	8,102
Virginia Highlands Community College	1,508	916	1,542	1,007	1,589	1,037	1,712	1,118
Virginia Western Community College	5,572	2,308	5,572	2,382	5,655	2,415	6,000	2,489
Wytheville Community College	1,584	908	1,680	995	1,724	1,021	1,782	1,055
TOTAL—Community Colleges	98,414	44,403	99,064	46,232	104,365	47,790	111,438	50,896
Richard Bland College	772	549	810	560	818	565	825	570
TOTAL—Two-Year Institutions	99,186	44,952	99,874	46,792	105,183	48,355	112,263	51,466
TOTAL—ALL STATE-SUPPORTED INSTITUTIONS	231,741	157,437	234,287	161,007	244,401	166,094	256,502	172,226

TABLE 5

Full-Time and Part-Time Fall Headcount,
Fall 1970 and Fall 1985 At State-Supported Institutions

Fall	Two-Year Institutions			Senior Institutions			All Institutions		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
1970									
Number	16,076	12,223	28,299	62,924	16,161	79,085	79,000	28,384	107,384
Percent	57.0%	43.0%	100%	80.0%	20.0%	100%	74.0%	26.0%	100%
1984									
Number	25,671	73,734	99,405	104,633	30,576	135,209	130,304	104,310	234,614
Percent	25.8%	74.2%	100%	77.4%	22.6%	100%	55.5%	44.5%	100%
Percent Increase Since 1970	59.7%	503.2%	251.3%	66.3%	89.2%	71.0%	64.9%	267.5%	118.5%

TABLE 6

Ages of Students at Virginia's State-Supported Institutions, Fall 1985
(On-Campus Only)

Type of Institution	Under 18	18-21	22-24	25-34	35-44	45-59	60 and over	Unknown	Total
Four-Year Institutions									
Number	731	65,496	20,723	19,668	6,683	2,206	441	446	116,394
Percent	.6%	56.3%	17.8%	16.9%	5.7%	1.9%	.4%	.4%	100%
Two-Year Institutions									
Number	1,264	27,952	13,358	31,456	16,771	7,720	884	0	99,405
Percent	1.3%	28.1%	13.4%	31.6%	16.9%	7.8%	.9%	.0%	100%
Total—Four and Two-Year Institutions									
Number	1,995	93,448	34,081	51,124	23,454	9,926	1,325	446	215,799
Percent	.9%	43.3%	15.8%	23.7%	10.9%	4.6%	.6%	.21%	100%

Appropriations

Table 8 shows the appropriations made to the state-supported institutions for operating expenses from the 1974-76 biennium through the 1984-86 biennium. Higher education experienced its largest percentage in fiscal growth before 1974, a time when the Virginia Community College System was completing its development. Since then, higher education appropriations as a percentage of the total state budget have climbed from about 12 percent to about 15 percent. Much of the increase can be attributed to a decision several years ago to require students and their parents to pay a greater share of the cost of education through tuition increases (non-general fund appropriations).

Despite its size and relative affluence, prior to 1984 Virginia ranked 27th in the nation in per capita spending for higher education, at \$111.21 per person. For every one thousand dollars of personal income, Virginia spent \$9.18 for higher education, placing it 34th in the nation. In 1984, the Commonwealth made a significant advance in funding higher education. Appropriations per capita increased to \$131.40 for the 1984-85 fiscal year, ranking Virginia 19th in the nation, while appropriations per one thousand dollars of personal income increased to \$10.53, giving Virginia a ranking of 28th nationally.

Educational Facilities

The amount of space at the state-supported institutions which is used for instructional, research, and public service activities nearly doubled between 1966 and 1976. Since that time, the Commonwealth has provided additional space through the passage of a bond referendum in 1978 and biennial appropriations for capital outlay thereafter.

Table 9 projects the net additional educational and general space needs, by types of space, for all state-supported institutions through 1996. Additional

TABLE 7
Estimated Minority Headcount Enrollment For 1973 and 1985 At State-Supported Institutions

Type of Institution	1973			1985		
	Minority*	White	Total	Minority*	White	Total
Four-Year Institutions	14,007	82,046	96,053	26,862	114,518	141,380
Percent	14.6%	85.4%	100%	19.0%	81.0%	100%
Two-Year Institutions	6,726	46,589	53,315	18,707	90,667	109,374
Percent	12.6%	87.4%	100%	17.1%	82.9%	100%
Total	20,733	128,635	149,368	45,569	205,185	250,754
Percent	13.9%	86.1%	100%	18.2%	81.8%	100%

*Includes Non-Resident Aliens

TABLE 8
Biennial Appropriations for Operating Expenses At State-Supported Institutions

	1974-76	1976-78	1978-80	1980-82	1982-84*	1984-86	10 Year % Increase
Total Appropriations							
Total State Appropriations	6,077,388,155	7,353,625,640	9,196,899,108	11,735,178,265	13,343,277,485	15,982,017,906	163
% Increase Over Previous Biennium	24.9	21.0	25.1	27.6	13.7	19.8	
Higher Education Institutions**	734,909,550	970,266,775	1,238,530,480	1,636,203,370	2,023,529,710	2,406,370,444	227
% Increase Over Previous Biennium	29.5	32.0	27.6	32.1	23.7	18.9	
Higher Education as % of Total	12.1	13.2	13.5	13.9	15.2	15.1	
General Fund Appropriations							
Total State General Fund Appropriations	2,916,176,450	3,645,550,795	4,484,230,063	5,533,340,990	6,375,457,290	7,849,874,659	169
% Increase Over Previous Biennium	28.3	25.0	23.0	23.4	15.2	23.1	
% of Total Appropriation	48.0	49.6	48.8	47.2	47.8	49.1	
Higher Education Institutions**	419,224,775	523,846,120	692,251,125	855,233,300	985,494,720	1,165,452,070	178
% Increase Over Previous Biennium	34.5	25.0	32.1	23.5	15.2	18.3	
% of Higher Education Appropriation	57.0	54.0	55.9	52.3	48.7	48.4	
Higher Education as % of Total General Funds	14.4	14.4	15.4	15.5	15.5	14.8	
Nongeneral Fund Appropriations							
Total State Nongeneral Fund Appropriations	3,161,211,705	3,708,074,845	4,712,669,045	6,201,837,275	6,967,820,195	8,132,143,247	157
% Increase Over Previous Biennium	21.9	17.3	27.1	31.6	12.4	16.7	
% of Total Appropriation	52.0	50.4	51.2	52.8	52.2	50.9	
Higher Education Institutions**	315,684,775	446,420,655	546,299,355	780,970,070	1,038,034,990	1,240,918,374	293
% Increase Over Previous Biennium	23.5	41.4	22.4	43.0	32.9	19.5	
% of Higher Education Appropriation	43.0	46.0	44.1	47.7	51.3	51.6	
Higher Education as % of Total Special Fund	10.0	12.0	11.6	12.6	14.9	15.3	

*Adjustments made to salaries, merit, and the retirement plan in the 1983 session are not reflected in the higher education institutional appropriations. The total state adjustment is made through central appropriations; however, institutions' specific amounts are not available.

**Excludes the medical school hospitals at the University of Virginia and Virginia Commonwealth University, the Extension Division and the Research Division at Virginia Polytechnic and State University, and the State Council of Higher Education and all supplemental programs; the Division of Continuing Education and Public Service Bureaus and the Virginia Associated Research Campus merged with the main agencies (the University of Virginia and the College of William and Mary, respectively) during the 1984-86 biennium. Prior to this, these agencies were excluded from the summary. The Virginia Community College System office is included.

TABLE 9

Net Additional Educational and General Space Needs by 1996 At State-Supported Institutions
(Nearest 1,000 Assignable Square Feet)

Type of Institution	Classroom	Laboratories	Faculty Office	Library	Physical Education	Instructional Support	Total Educational & General
All Institutions	(273,809)	68,468	156,765	1,009,031	373,773	1,334,228	2,798,629
Doctoral	(89,822)	149,405	35,265	542,933	212,505	850,286	2,115,401
Four-Year	(93,100)	(67,535)	(31,686)	240,751	(43,851)	4,579	103,361
Two-Year	(90,887)	(13,402)	153,186	225,347	205,119	479,363	579,867

Parentheses denote excess space (for instance, all four-year state-supported institutions have a net excess of 93,000 square feet of classroom space).

space will be needed primarily for instructional support (administrative and research), library, and faculty offices. The doctoral institutions will require most of the total additional space provided for these activities.

Systemwide, the institutions' additional space needs are projected at 2.7 million square feet by 1996. Although certain institutions (particularly some four year colleges and universities) will have space excesses, the system as a whole projects a net additional need in all types of educational and general space except classrooms.

Curricula

The number of degrees awarded at Virginia's state-supported institutions has increased 46 percent since 1973-1974 (Table 10). Much of the increase can be attributed to the growth of the Virginia Community College System. Although many students who attend community colleges do not enroll with the intention of completing a full program of study and others transfer to a senior institution before receiving a degree, the number of degrees awarded by these institutions

increased 104 percent over the ten-year period. During this time, the number of degrees conferred by the state-supported institutions, as a group, rose from 23,658 to 34,608.

Table 11 is especially important because it shows, according to the number of degrees conferred in various disciplines, the academic emphases of the state-supported institutions in 1983-84 as well as student interests in that year. Of the 25,319 degrees awarded by the senior institutions, 5,165 (20.4 percent of the total) were in Business and Management. This number reflects the rapid growth in this discipline in recent years and continues the trend begun in 1980-81 for the largest number of degrees to be conferred in a discipline other than Education.

Of particular interest are the degrees-conferred trends among the technological disciplines. Table 12 shows the numbers in five areas. Although the largest numbers by far are in Engineering and the Biological Sciences, it is interesting that the number in the latter discipline has been relatively static for the past four years, while the number in the former has grown by 14 percent. A dramatic increase has occurred recently

TABLE 10

NUMBER OF DEGREES CONFERRED BY VIRGINIA'S
STATE-SUPPORTED INSTITUTIONS

Type of Institution	1973-74 Degrees	1983-84 Degrees	Percentage Increase over 1973-74
Four-Year	19,104	25,319	33%
Two-Year	4,554	9,289	104%
Total	23,658	34,608	46%

TABLE 11

TOTAL DEGREES CONFERRED IN SELECTED*
DISCIPLINES AT SENIOR STATE-SUPPORTED
INSTITUTIONS, 1983-84

Disciplines	Degrees
Business & Management	5,165
Education	3,073
Social Sciences	2,496
Health Professions	1,082
Letters (English, speech, philosophy, etc.)	1,048
Psychology	1,016

*Disciplines in which more than 800 degrees were awarded at the bachelor's, master's and doctoral levels in a single year.

TABLE 12

TOTAL DEGREES* CONFERRED IN
TECHNOLOGICAL DISCIPLINES AT SENIOR
STATE-SUPPORTED INSTITUTIONS, 1983-84

Disciplines	Degrees
Biological Sciences	1,022
Computer Science	810
Engineering	2,185
Mathematics	371
Physical Sciences	672

*Degrees awarded at the bachelor's, master's and doctoral levels in a single year.

in the number of degrees conferred in Computer Science. Over a two-year period (1981-82 to 1983-84), the number of such degrees has risen 128 percent.

In 1983-84, Virginia's independent institutions conferred 7,621 degrees at all levels. The only doctoral degrees awarded by these institutions were in law (advanced degrees), theology and medicine. Table 13 reflects the academic emphases of the independent institutions. Of the total degrees awarded, 18.3 percent were in Business and Management. A similarity exists, therefore, between the public and independent institutions in their emphasis on Business and Management.

Faculty

It is apparent from Table 14 that the number of faculty holding tenure in the state-supported institutions has increased over the past nine years. In 1975-76, for the state-supported institutions as a group, 42.2 percent of all faculty had tenure; by 1984-85, the percentage had risen to 49.1. This statistic would have been much higher if the State Board for Community Colleges had not acted several years ago to eliminate the possibility of new faculty receiving tenure. Tenure in the senior state-supported institutions actually has increased from about 49 percent to 60 percent over the nine-year period.

There is a striking variation in the percentage of tenured faculty among the independent institutions (Table 15). For those institutions reporting, some had no tenured faculty while others were highly tenured.

Although the cost of faculty salaries has some relationship to the number of faculty holding tenure at an institution, the cost is more directly determined by the number of faculty at the upper ranks of professor and associate professor. Virginia's state-supported colleges and universities reflect the national situation, with faculty generally remaining employed at the same institutions for longer periods of time. As a

result, the percentage of faculty at the upper-level ranks is increasing. Table 16 reveals that in 1975-76, 17.7 percent of the faculty in the state-supported institutions held the rank of professor; in 1984-85, 25.9 percent of the total faculty were at this rank. The same pattern exists for the rank of associate professor. In 1975-76, 24.7 percent of the faculty were at this level, while by 1984-85 the percentage had increased to 32.1.

TABLE 13

TOTAL DEGREES CONFERRED IN SELECTED*
DISCIPLINES AT INDEPENDENT INSTITUTIONS,
1983-84

Disciplines	Degrees
Business & Management	1,397
Social Sciences	970
Education	652
Associate degrees (two-year transfer programs)	682
Letters (English, speech, philosophy, etc.)	307
Psychology	354
Biological Sciences	280
Law	282
Fine and Applied Arts	237
Theology	336

*Disciplines in which more than 200 degrees were awarded at the bachelor's, master's, and doctoral levels in a single year.

TABLE 14

Faculty Tenure at Virginia's State-Supported Institutions, 1975-76 and 1984-85

State-Supported Institutions	1975-76			1984-85		
	Number of Faculty	Number Tenured	Percentage	Number of Faculty**	Number Tenured	Percentage
Christopher Newport College	92	43	46.7	107	75	70.1
Clinch Valley College	50	16	32.0	40	28	70.0
George Mason University	276	97	35.1	463	236	51.0
James Madison University	335	161	48.1	440	281	63.9
Longwood College	148	92	62.2	132	96	72.7
Mary Washington College	126	75	59.5	151	86	57.0
Norfolk State University	358*	171*	47.8*	336	165	49.1
Old Dominion University	514	247	48.1	569	346	60.8
Radford University	238	148	62.2	296	188	63.5
University of Virginia	754	449	59.5	938	570	60.8
Virginia Commonwealth University	824	313	38.0	794	461	58.1
Virginia Military Institute	94	69	73.4	93	57	61.3
Virginia Polytechnic Institute and State University	916	420	45.9	1,382	859	62.2
Virginia State University	226	97	42.9	245	105	42.9
College of William and Mary	325	200	61.5	348	260	74.7
Total — Four-Year Institutions	5,275	2,598	49.2	6,334	3,813	60.2
Virginia Community College System	1,734	360	20.8	1,960	248	12.7
Richard Bland College	33	17	51.5	30	26	86.7
Total — All Two-Year Institutions	1,767	377	21.3	1,990	274	13.8
Total — All Institutions	7,043	2,975	42.2	8,324	4,087	49.1

Source: Hegis Form 2300-3 1975-76, 1984-85.

*1976-77 data used.

**Includes E&G faculty only. Excludes clinical and pre-clinical medical faculty.

TABLE 15

Faculty Tenure at Virginia's Independent Institutions,
1984-85

Private Institutions	Number of Faculty	Number Tenured	Percentage
Averett College	53	26	49.1%
Bluefield College	**	**	**
Bridgewater College	51	44	86.3%
CBN University	**	**	**
Christendom College	9	0	0.0%
Eastern Mennonite College	75	12	16.0%
Eastern Virginia Medical College	**	**	**
Emory and Henry College	51	37	72.5%
Ferrum College	84	42	50.0%
Hampden-Sydney College	**	**	**
Hampton University	238	61	25.6%
Hollins College	68	52	76.5%
Institute of Textile Technology	21	0	0.0%
Liberty Baptist College	169	0	0.0%
Lynchburg College	110	80	72.7%
Mary Baldwin College	56	27	48.2%
Marymount College	58	16	27.6%
National Business College	**	**	**
National Graduate University	**	**	**
Northern Virginia Law School	**	**	**
Presbyterian School of Christian Education	**	**	**
Protestant Episcopal Theological Seminary	16	12	75.0%
Randolph-Macon College	70	35	50.0%
Randolph-Macon Woman's College	67	47	70.1%
Roanoke College	71	43	60.6%
Saint Paul's College	37	19	51.4%
Shenandoah College and Conservatory of Music	76	17	22.4%
Southern Seminary Jr. College	19	0	0.0%
Sweet Briar College	66	44	66.7%
Union Theological Seminary	20	16	80.0%
University of Richmond	205	138	67.3%
Virginia Intermont College	42	13	31.0%
Virginia Union University	**	**	**
Virginia Wesleyan College	43	22	51.2%
Washington and Lee University	151	115	76.2%
TOTAL — PRIVATE INSTITUTIONS*	1,926	918	47.3%

*Based on institutions reporting.

**Did not submit data.

The Regional and National Perspective

This chapter has presented a great deal of data about the Virginia system of higher education. Because the colleges and universities within this system compete in many ways with those of other state systems, it is instructive to know how Virginia compares both within its region and nationally. The following discussion provides information on the educational attainment of Virginia's citizens and an assessment of the system according to indices which are often cited by other Southern states as well as by national organizations.

An Educated Citizenry

- In 1983, Virginia ranked 13th in population among the 50 states. According to data from the 1980 census, 19.2 percent of the Commonwealth's population has completed four or more years of college. Among those citizens who have completed high school, 30.7 percent have attended college for four or more years. This latter percentage ranks Virginia the highest in the South and well above the national average of 24.6 percent.

A Large Public System

- As noted earlier, Virginia's public higher education system ranks 11th in size among the 50 states and fourth among the states in the South. In the South, only the state systems in Texas, Florida, and North Carolina are larger. Nationally, only California, Texas, New York, Illinois, Michigan, Ohio, Florida, Pennsylvania, North Carolina, and Wisconsin enroll more students in their public institutions than Virginia.
- Virginia's independent college enrollments collectively rank 19th in size in the nation. As a public and independent system, Virginia ranks 13th in size nationally.

- About 87 percent of all the students enrolled in higher education in Virginia are in the state-supported institutions. Nationally, approximately 75 percent of the students in a state attend that state's public institutions.

A High Rate of Citizen Participation in Higher Education

- In 1983-84, Virginia enrolled 3.12 percent of the state's population in its state-supported colleges and universities. This percentage ranked the Commonwealth 20th in the nation (well above the national average of 2.87 percent) and first among the Southern states.
- Virginia ranked 25th in the nation in the percentage of its population enrolled in all (public and independent) institutions of higher education in 1983-84. Within the Southern states, Virginia was second, behind only North Carolina, in this comparison.

Increasing the Funding for Higher Education

- In 1984-85, Virginia was 11th among all 50 states in total state appropriations for higher education. The Commonwealth was fourth in total appropriations among the 14 Southern states.
- Based on 1984-85 data, Virginia ranked 37th nationally and 11th among the 14 Southern states in appropriations per annual full-time equivalent student (FTES) for all of its state-supported institutions. Virginia's average appropriation was \$3,046 per FTES, while the average for the nation was \$3,467.
- From 1977-78 to 1984-85, the total funding (appropriations plus tuition) expended per full-time equivalent student attending Virginia's state-supported institutions increased from \$2,193 to \$4,291.

TABLE 16

Distribution of Faculty by Rank at Virginia's State-Supported Institutions, 1975-76 and 1984-85

	1975-76						1984-85					
	Number of Faculty	Percent Professor	Percent Associate Professor	Percent Assistant Professor	Percent Instructor	Percent Other	Number of Faculty	Percent Professor	Percent Associate Professor	Percent Assistant Professor	Percent Instructor	Percent Other
State-Supported Institutions												
George Mason University*	276	10.9	27.2	55.8	6.2	—	463	21.2	40.8	35.9	2.2	—
Old Dominion University	514	15.0	26.3	42.2	12.6	3.9	569	25.1	37.4	23.9	10.0	3.5
University of Virginia	754	35.7	28.4	33.4	0.8	1.7	938	36.8	28.6	27.6	3.9	3.1
Virginia Commonwealth University	824	12.7	25.5	45.9	15.9	—	794	20.0	—	33.5	9.1	0.4
Virginia Polytechnic Institute and State University	916	24.3	25.1	37.3	12.3	0.9	1,382	31.0	31.6	27.2	9.2	0.9
The College of William and Mary	325	29.8	37.5	30.2	2.5	—	348	46.3	35.1	15.2	3.4	—
Total — Doctoral	3,609	22.2	27.3	39.9	9.4	1.1	4,494	29.7	33.9	27.9	7.0	1.4
Christopher Newport College	92	9.8	28.3	55.4	6.5	—	107	32.7	29.0	29.0	9.3	—
Clinch Valley College	50	22.0	22.0	56.0	—	—	40	25.0	40.0	32.5	2.5	—
James Madison University	335	19.4	25.7	43.0	11.3	0.6	440	26.1	35.2	28.6	10.0	—
Longwood College	148	16.9	32.4	40.5	10.1	—	132	20.5	37.1	34.8	7.6	—
Mary Washington College	126	31.0	28.6	34.1	5.6	0.8	151	29.8	27.8	33.8	6.6	2.0
Norfolk State University**	358	20.9	20.7	33.2	23.7	1.4	336	28.0	23.8	31.5	16.7	—
Radford University	238	22.7	21.8	44.5	10.9	—	296	28.0	31.1	32.8	8.1	—
Virginia Military Institute	94	43.6	18.1	33.0	3.2	2.1	93	50.5	12.9	26.9	7.5	2.2
Virginia State University	226	17.3	24.3	46.9	11.5	—	245	22.9	20.4	41.6	15.1	—
Total — Comprehensive	1,667	21.5	24.3	41.3	12.4	0.6	1,840	27.8	28.6	32.4	10.8	0.3
Total — Four-Year Institutions	5,276	22.0	26.4	40.4	10.3	1.0	6,334	29.2	32.4	29.3	8.1	1.1
Virginia Community College System	1,734	4.8	19.8	42.6	32.8	—	1,960	15.5	30.6	35.6	17.4	0.9
Richard Bland College	33	6.1	24.2	39.4	30.3	—	30	20.0	63.3	16.7	—	—
Total — Two-Year Institutions	1,767	4.8	19.9	42.6	32.8	—	1,990	15.6	31.1	35.3	17.2	0.9
Total — All State-Supported Institutions	7,043	17.7	24.7	40.9	16.0	0.7	8,324	25.9	32.1	30.7	10.3	1.0

Source: HEGIS Form 2300-3

*George Mason University moved from comprehensive to doctoral level in 1980-81.

**1967-77 data used for Norfolk State University.

Closing the Gap on Faculty Salaries

- In 1984-85, Virginia ranked fourth among the Southern states in the average salary paid full-time faculty at the state-supported institutions. The average salary for all faculty ranks in Virginia was \$29,076. In each year of the 1984-86 biennium, the faculty salary average at each state-supported institution is increasing 10 percent. This percentage growth, which exceeds the national average, will help Virginia reduce its faculty salary disparity relative to the national average. At the direction of the General Assembly, the Council of Higher Educa-

tion has developed a system for setting faculty salary averages that is based upon each Virginia college and university having a list of similar institutions to which its average salary is compared. The Council will continue to refine this system, which has received support in concept within state government and by the institutions.

Virginia's Increasing Tuition and Required Fee Charges

- According to 1985-86 national data, Virginia undergraduate students attending the state's major uni-

versities are paying the eighth-highest average tuition and required fee charges (\$2,036) among public college systems in the nation. The average cost nationally is approximately \$1,475. Over the past five years, only five states have increased their tuition and fee costs for undergraduate residents at a faster rate than Virginia; Virginia's charges have increased 77.7 percent.

- According to 1985-86 national data, Virginia undergraduate students attending the regional state colleges and universities are paying the second-highest average tuition and required fee charges

(\$1,877) among public college systems in the nation. Only Vermont residents pay more. The average cost nationally is approximately \$1,200. Over the past five years, only seven states have increased their tuition and fee costs for undergraduate residents at a faster rate than Virginia. Virginia's charges have increased 62.8 percent.

The Institutions' Increasing Involvement in Research

- Virginia has three institutions in the top 100 research universities, as measured by the level of federal research dollars received. They are the University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute & State University. None of the three is in the top 50, which indicates the need for continued improvement of research capacities in Virginia higher education. Several other institutions are developing greater volumes of research.

Several Indicators of Excellence

- In a recent peer survey, seven graduate programs at the University of Virginia and Virginia Tech were ranked in the top one-third of all graduate programs in the United States.
- Only five colleges and universities throughout the nation have produced more Rhodes Scholars than the University of Virginia.
- Three of Virginia's state-supported institutions — the University of Virginia, Virginia Tech, and the College of William and Mary — are among the 100 campuses attracting the largest numbers of National Merit Scholars.
- In 1964, Virginia established the first Eminent Scholars Program in the nation. The program, which enables institutions to receive state funds to match income from endowments designated for the program, provides special funding to attract and retain

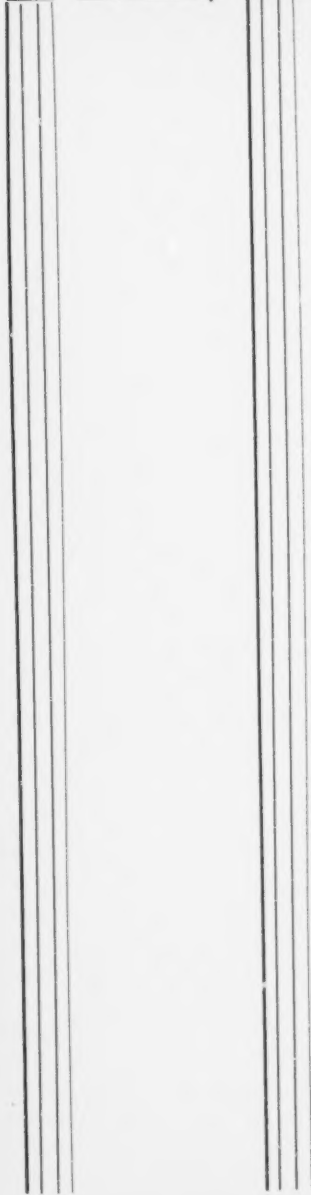
outstanding faculty. Currently, over 200 scholars are supported under the program, which is being replicated by other states throughout the nation.

- In 1984, Virginia became one of 15 states with a statewide merit-based scholarship program. The Virginia Scholars Program annually awards highly competitive grants to 45 freshmen and five two-year college graduates who enroll at senior public and independent institutions within the Commonwealth. The program recognizes academic excellence at all levels and helps to retain outstanding students in Virginia.
- Since the inception of the Virginia Funds for Excellence Program in 1980, over \$6 million has been distributed to the state-supported institutions to support or improve the excellence of over 60 projects. The projects are diverse and include efforts to improve students' writing skills, to strengthen undergraduate curricula, to purchase specialized research equipment, to improve the economic development of the Commonwealth, and a host of other activities.

These national indices, which are derived from various sources, support the Council of Higher Education's judgment that Virginia's system of higher education is basically sound and vigorous and that its excellence is increasing. Clearly, much remains to be accomplished. Virginia must ensure that gains made in the past are not eroded and that the Commonwealth continues its progress. As one of the issue papers in this edition of the *Virginia Plan* suggests, the Commonwealth is at the point where it must decide whether to continue to have a "good" system or to make the commitment to have "one of the best in the nation."



THE ISSUES

Two vertical decorative elements, each consisting of three parallel lines, extend from the base of the title 'THE ISSUES' down the left side of the page.

Virginia's colleges and universities may offer the best higher education bargain in the United States. Not just to Virginians, but to residents of other states as well. Not because the institutions are cheap, because they aren't. A bargain is a high quality product at a reasonable price. Many Virginia colleges and universities, in a surprising number of programs, offer their students a bargain.

The overall condition of Virginia higher education is strong. During several lean budget years, the institutions have become more efficient, trimmed away fat, and found new ways to respond to demands placed upon them. While the number of high school graduates has declined in the past several years, and will begin to decline once again around 1989, college and university enrollments remain generally stable. Student characteristics are changing, however, and Virginia's population is growing more rapidly in some portions of the state than in others. As a result, some colleges and universities are experiencing increasing enrollment, while others are experiencing declines. But in the aggregate, Virginia's system of higher education is a growing and changing system in a growing and changing state.

A TIME OF OPPORTUNITY...

In 1974, the State Council of Higher Education published the **Virginia Plan for Higher Education**. In it, the Council set three goals for Virginia higher education:

1. to provide access to all persons who want and can benefit from higher education, regardless of race, sex, income or personal circumstances;
2. to provide the best higher education possible to those who enroll as students in the colleges and universities;
3. to be fully accountable to the people of Virginia and their elected representatives for the use of the resources—people, money and material—provided to the colleges and universities for their activities.

The Council believes that these three goals remain valid, and that substantial progress has been made toward achieving them. The Council believes, moreover, that Virginia higher education now is poised to make a major move forward into the front ranks among state systems in the nation.

For the past several years, the national higher education agenda has been concerned mainly with research and graduate instruction related to the new, advanced technologies. Higher education's role in direct support of economic development has been a major concern in virtually every state. Virginia has shared this concern, and the Commonwealth's major research universities have responded in numerous ways to help Virginia build a more healthy and dynamic economy.

During these years, the single greatest strength of Virginia higher education has been maintained and even improved, but has not been paid much attention. We refer to the undergraduate education offered by Virginia's state-supported and independent colleges and universities, which is generally good and, in a number of instances, genuinely excellent.

Now, as national attention has shifted to the quality of undergraduate education, several of Virginia's colleges and universities are being identified as among the very best in the country. While the institutions that have been given "five stars," or called "public Ivies," or placed on one list or another undoubtedly deserve the honors, most of Virginia's institutions have benefited from an approach to higher education that avoids the dreary lock-step of tight central control, maintains a strong commitment to the principles of general education, and provides a comprehensive range of educational options. To be sure, there are problems and there are things that need to be done. Several issues that concern the Council are identified in a later section of this 1985 revision to the **Virginia Plan**. But Virginia higher education is in good shape. Its goals are valid, and progress is being made toward achieving them.

This is a good time to raise a new question for discussion among Virginia's leaders, and to set an additional goal for higher education. **What must be done to move Virginia colleges and universities from their position of relative strength, particularly in undergraduate education but also in some research areas, to the very forefront of American higher education?** The new goal is that **Virginia will build a system of colleges and universities that is among the best in the nation.**

Why should Virginia commit itself to this new goal? In part, simply because the opportunity is there. This is a big state, and an important one. It has led the nation before, and it is moving into a leadership role once again. Virginia is healthy socially, politically and economically. It has a proud intellectual history. It should have a system of colleges and universities worthy of its past.

Higher education provides opportunities for personal growth and for job preparation. It prepares individuals to live in and sustain a democracy. It trains those



persons who transmit knowledge and maintain society's institutions. Preeminence in higher education will help the Commonwealth to reassert its social and economic prominence.

Higher education can play a special role in Virginia's economic development. Virginia's colleges and universities already are highly attractive to persons outside the state. The Council thinks they can be used far more effectively to attract business and industry to Virginia. To locate in Virginia provides any firm's employees with a valuable fringe benefit: access to quality higher education at a reasonable price is worth thousands of dollars to parents worried about the rising costs of college.

The development of a dynamic link between higher education and industry is crucial to Virginia's long-term economic health. The state already enjoys the benefits of a strong, diverse economy and of a strategic location on the Atlantic coast. Building on these factors, Virginia higher education and industry can forge a partnership to take full advantage of present opportunities. The colleges and universities not only have the capacity to conduct basic and applied research needed by industry, but the ability to offer a vast reservoir of business skills and practices which can be shared directly with industry. Moreover, local institutions, especially the community colleges, can help to prepare a skilled workforce that can reduce labor costs and increase productivity.

The question we have asked probably can be answered more easily than a commitment to the goal can be made. Virginia higher education today is like a coin standing on its edge. We can knock it over either way: superb or good. The Council asks the question and proposes the additional goal because this is a particularly opportune time to act. Enrollments are fairly stable; most of the degree programs are in place; faculties have been assembled; facilities, while overcrowded and needing renovation at some institu-



tions, are structurally sound. A relatively modest investment and a willingness to operate in somewhat different ways may be sufficient to achieve the new goal we have proposed.

The Council answers its own question by suggesting ten actions to make Virginia higher education the best in the nation.

1. **Fund fully the budget guidelines by 1990.** The guidelines have been developed and refined over more than 10 years by the Council, the institutions, and the Department of Planning and Budget. The institutions have been funded at about 93 percent of guidelines. This is not sufficient to achieve excellence.
2. **Set aside a substantial portion, about 5 percent, of the positions and funds of the fully funded**

guidelines for a competitive grant program. The Governor, in consultation with the General Assembly, and with the advice and assistance of the Council, would identify specific higher education issues and objectives in each biennium and request proposals from the institutions to address them. The Council believes that significant change in Virginia higher education could be accomplished using a substantial but relatively small portion of the total full-funding higher education appropriation.

3. **Create a Higher Education Equipment Trust Fund** that can be used to overcome deficiencies in instructional equipment inventories, to replace obsolescent equipment on a predictable schedule, and to transfer equipment from one institution to another in order to extend its use-

ful life. The Fund should be established with an initial state appropriation and the proceeds of bond issues. The equipment on which students learn should at least be current and on a par with that used in industry. The equipment in our classrooms and laboratories does not have to be extravagant, but it does have to be technologically current in order to be efficient and effective in meeting the needs of students and faculty.

4. **Advance the average faculty salaries of Virginia's colleges and universities into the top forty percent of each institution's benchmark group by 1990, and into the top one-fourth by 1992.** Virginia cannot aspire to preeminence in higher education without paying faculty salaries that are above average. The current lists of benchmark institutions are a major advance over previous faculty salary systems. The benchmark lists are dynamic, and will change as Virginia institutions evolve. The Council will continue to refine the lists, primarily by adding additional comparative criteria, especially criteria that indicate institutional quality.
5. **Require, as a condition of full guideline funding, that each institution develop systematic, non-anecdotal methods for assessing student learning.** A single statewide examination administered in every college and university is not adequate. It is, moreover, particularly inappropriate in a higher education system whose member institutions have been encouraged over several decades to develop wide diversity among themselves and their student bodies. But it is reasonable to expect each institution to develop its own procedures for assessing what students learn. A report on assessment prepared by the Council was submitted to the 1986 session of the General Assembly. It enumerates several desirable approaches to assessment.

6. **Establish cost containment procedures that will help to control price increases to students.** The price of higher education to students and their parents continues to rise at about twice the annual rate of inflation. While Virginia's tuition and fee charges are high for the South, they are about average nationally except for the community colleges. In the coming academic year, the Virginia Community College System fees will be cut by a total of \$3.9 million for 1986-87.

Although the price of higher education in Virginia generally is not too high now, it may be necessary to re-examine the pricing structure if the Commonwealth moves forward to full funding of the higher education budget guidelines. Currently, there is an indexed relationship between the general funds appropriated to an institution and the amount of revenue expected to be raised by tuition. In the event that the guidelines are fully funded, a modification in the indexed relationship may be required to prevent a rapid escalation in tuition. Alternatively, the indexed relationship might be uncoupled for all new funding.

Whatever happens with tuition, the colleges and universities should increase their own efforts to control price increases to students. Advanced communications and computer technology should be used to deliver instruction and to transmit information. Efforts to build library networks should continue. New technologies should be employed to hold down the cost of providing academic programs both on and off-campus. In addition, both the range of services offered by the institutions, and their ability to establish mandatory fees for auxiliary and ancillary activities, should be subject to more rigorous review during the budget process.

7. **Create institutional incentives for better planning and increased efficiency.** During 1985, a large number of staff persons from executive agencies and the colleges and universities, guided by a steering group of cabinet officers, institutional presidents and the director of the Council of Higher Education, designed a plan by which decentralization of management authority could help to accomplish these objectives. An important feature of the plan is performance criteria that will determine the extent to which institutions can participate in the financial benefits of decentralization. The Council supports the plan, and recommends that it be accepted and put into practice.
8. **Affirm Virginia's commitment to the Eminent Scholars Program.** This was the first such program in the United States, and it has since been widely copied. During the past decade, the Council has only occasionally been able to match income from institutional endowment dedicated to this program on a dollar-for-dollar basis with state funds. A commitment to double the match of state funds to income from endowment dedicated to this program would improve the institutions' potential success in attracting and retaining eminent faculty. It also would be another signal of Virginia's commitment to excellence in higher education.
9. **Increase the volume of sponsored research at Virginia's major research universities.** The Council agrees in principle with the Governor's Commission on the Future that at least one Virginia university should be ranked among the nation's top 25 in sponsored research volume. Rather than concentrating on a single institution, however, it may be more appropriate in Virginia to improve the relative national standing of the state's three major research universities: the Uni-

versity of Virginia, Virginia Polytechnic Institute and State University, and Virginia Commonwealth University. This should be accomplished by establishing a program in which the state matches increases in sponsored research volume, perhaps on a one-for-two basis (50 cents on the dollar). While the focus would be on the three major universities, all senior, state-supported institutions should participate. The matching funds should be used to develop institutional research capacity in a number of ways: facilities renovation, graduate research assistantships, matching funds for equipment acquisition under the Higher Education Equipment Trust Fund recommended above, released time for faculty conducting research and developing research proposals, etc.

10. Increase the Tuition Assistance Grant Program stipend for Virginia students attending independent colleges and universities to \$1,200 and \$1,300 in the two years of the next biennium, and establish as a minimal objective that the grant will be at least one-third of the average general fund appropriation for educational and general programs at the senior state-supported institutions. TAGP is one reason why Virginia's independent colleges and universities have remained healthy over a number of difficult years. The program has permitted many of Virginia's students to attend independent institutions, thereby increasing still further the diversity of Virginia higher education. While the funds primarily help Virginia students, indirectly they also help the institutions to remain attractive to students from all over the country.

These recommended steps to move Virginia higher education into national preeminence make this a different kind of revision to the **Virginia Plan**. As the Council perceives developments in higher education





both in Virginia and across the country, this is a moment of opportunity. We see problems in higher education and have concerns. Some of these are discussed in the next section of this revision to the **Plan**. But we think that Virginia's colleges and universities will respond well to the challenge to become truly preeminent.

SOME ISSUES OF CONCERN...

In December 1965, a General Assembly commission headed by state Senator Lloyd C. Bird completed a report recommending that the 1966 Virginia General Assembly establish a community college system as well as make other modifications in the structure of Virginia higher education. Growth was the order of the day in higher education.

By 1965 many changes had occurred in Virginia higher education as a result of the national "baby boom" and a determination on the part of the federal and state governments to make higher education accessible to all students who could benefit from it. A number of senior institutions had begun to grow rapidly and several had even established branch campuses. By 1965, some of the branches already had become independent institutions with their own governing boards. The four women's institutions that had been solely teacher-training colleges (Madison, Radford, Longwood, and Mary Washington) had dropped "teacher" from their names, thereby signaling their determination to become comprehensive institutions.

Despite the changes which had taken place, Virginia higher education in 1965 still was very different from today. There were 57 public and private institutions. Thirteen senior state-supported and 21 private institutions offered the baccalaureate or higher degree. Twelve private and 11 state institutions were two-year colleges. Each of the two-year public institutions operated as a branch of one of three parent institutions: the University of Virginia, Virginia Polytechnic Institute and State University, or the College of William and Mary.

All 57 institutions collectively enrolled almost 78,000 students, one-third in the private sector. The entire state budget was about \$2 billion for the 1964-66 biennium, but less than a billion came from taxes. The total appropriation for higher education in 1964-66 was less than \$150 million. Higher education received between 6 and 7 percent of the total state budget in that biennium.



Following the Bird Commission's report and the actions of the 1966 General Assembly, higher education appropriations increased significantly, largely through the passage of a state sales tax. Within three years, the voters approved the first bond issue for the construction of higher education facilities. Using increasing amounts of financial aid money from the federal government, students enrolled in all Virginia institutions in record numbers.

Today, Virginia has the highest percentage of its population enrolled in public institutions of any state in the South. Although nationally the state ranks thirteenth in population, its Fall 1985 enrollment of 254,860 students in the state-supported institutions places it eleventh in the nation among public systems. The system, which enrolls over 86 percent of the college students in Virginia, includes 15 senior institutions, 23 community colleges, and one two-year liberal arts college. The number of private institutions chartered in Virginia has grown to 36, only one of which is a two-year institution. Collectively, all Virginia institutions enrolled 295,241 students in Fall 1985. The state operating budget for 1984-86 is over \$15.9 billion, about \$7.9 billion of which is supported by general fund tax dollars with the remainder coming from fees and non-state revenues. The budget for all higher education institutions and related agencies is almost \$3.4 billion in 1984-86. Appropriations for all higher education activities claim approximately 21 percent of the total budget.

In retrospect, growth and change in higher education during this century have occurred in twenty-year cycles. The baby-boom and the acceptance of egalitarian principles in the mid-1960's were preceded twenty years earlier by unprecedented expansion and the reform of general education beginning with the passage of the GI Bill. In the mid-1920's, American higher education re-embraced the liberal arts and revolted against the university concept and the elective principle which had taken hold around the turn of the century.

On the basis of the recommendations in the Bird Commission's report, the General Assembly developed a statewide system of comprehensive community colleges and reconstituted the State Board of Technical Education to become the State Board for Community Colleges. The Commission's report also laid the groundwork for eventually converting George Mason University, Christopher Newport College, and Norfolk State University into independent senior institutions and for merging Richmond Professional Institute and the Medical College of Virginia into a single institution. In addition, the Commission blessed the future separation of Mary Washington College from the University of Virginia and established the principle that most of Virginia's institutions should become coeducational.

In 1986, higher education is beginning its next twenty-year cycle. The signals are mixed at best. There is simultaneous growth and retrenchment, renewed emphasis on the liberal arts and sciences and rapid development of curricula and research agendas focused on advanced technologies. More students have access to higher education than ever before, but the participation of some groups is decreasing. Higher education costs are escalating at a faster rate than general inflation in the economy, but outstanding faculty in some disciplines are being lost to private enterprise because salaries are not competitive. More students are enrolling in programs of their choice, particularly the professions, but many are preparing for jobs for which the demand is declining. Many also are mortgaging their futures by incurring large amounts of educational debt.

Higher education in Virginia has made great strides over the past twenty years. The decisions that are made now will determine the direction of the institutions and their students into the next century. Although the future holds many challenges, at least three issues now facing higher education demand special consideration: how to contain the increasing

cost of higher education for the student and for the state; how to assess student achievement and to ensure quality education for all students; and how to provide additional student aid without forcing students into assuming long-term debt obligations that potentially damage them and the society in which they live.

Containing the Cost of Higher Education for the Student and for the State

It is no secret to any Virginia family with college-age children that students and parents have been required over the past several years to assume greater responsibility for meeting the costs of higher education. There are a number of general reasons for the rising costs to students and their parents, including inflation, which drove up the price of all goods and services during the late 1970's and early 1980's, a decline in federal funding to higher education, and restrictions on state revenues available for higher education.

A recent report from the Association of Governing Boards (AGB) elaborated on some of the specific causes for the cost of higher education continuing to rise faster than the Consumer Price Index (CPI). According to the AGB analysis, shortfalls in federal and state student aid have forced many institutions to convert a larger percentage of their operating budgets to student financial aid at the same time that operating fund sources which the institutions cannot control (primarily federal, state, and local funding) have not increased as rapidly as the escalation of prices paid by the institutions.

The increases in the price to students also may be attributed, in part, to institutional efforts to restore the loss in real income experienced by faculty from the mid-1970's to the early 1980's. During this period, faculty lost more than one-fifth of their purchasing power. In the last three years, institutions have tried to increase faculty salaries at catch-up rates exceeding

the CPI. Some progress has been achieved, but the erosion in purchasing power was so great that it will take a number of years to restore real income even with exceptional salary increases.

In addition, many institutions are now responding to cost increases in the late 1970's and early 1980's that they could neither control nor pass on to students at the time. Utility costs, for example, tripled between 1974 and 1984. The costs of books and periodicals as well as supplies and materials increased by as much as 150 percent. Because of the limitations on federal and state funds, institutions have no choice but to pass these costs eventually on to their students.

The need to narrow the technological gap between the newer equipment used by the private sector and the older equipment used to train students and conduct research is another factor that has added to the financial burden on the institutions. Most institutions now are trying to replace their worn out or obsolete equipment.

In many ways, the institutions are in a "Catch-22" situation. The problem nationally also is found in Virginia. In the Commonwealth, revenue guidelines for the public institutions of higher education have been modified twice in the last five years because of shortages of general funds. Currently, each senior institution must raise between 30 and 40 percent of the cost of its educational programs (the average is about 35 percent for all institutions) from tuition and fees. Only five years ago, the maximum was 30 percent. The community colleges must raise 25 percent of their cost from tuition; five years ago, they had to raise only 20 percent. During this time, the total federal Pell Grant and campus-based aid annually awarded to Virginia students has declined at least \$2 million and the Guaranteed Student Loan dollars going to Virginia students have decreased about \$20 million because of new restrictions on student eligibility. In addition, students' educational benefits

under Social Security have been phased out entirely. Despite the prospect that future federal financial aid dollars either will remain fixed at about current levels or rise only slightly, tuition and fee increases probably will continue in the next biennium.

Contrary to most expectations, rising prices and declining aid have not led to dramatic declines in enrollment. But the Virginia Community College System has argued that its enrollment drop in 1984-85 was at least partly caused by tuition costs that are too high. The obvious question, then, is how many more discretionary dollars can families squeeze out of their income to pay higher education costs? The elasticity is not boundless. Under the circumstances, students and their parents have a right to ask what states will do to control future costs.

The cost of higher education usually is compared in terms of tuition and required fees, the total amount that each student must pay to an institution, exclusive of room and board charges which can vary according to personal preference, in order to enroll.

Virginia's in-state undergraduate tuition and fee costs historically have been high. According to 1984-85 data about 14 states comprising the Southern Regional Education Board (SREB), out of seven categories of doctoral, master's, baccalaureate, and specialized institutions, the in-state median annual tuition and required fees for Virginia residents is the highest in six of the seven categories. The median annual tuition and required fee rate for Virginia residents at the two-year institutions is the third highest among the 14 southern states. Among six categories of graduate institutions, Virginia students pay the highest in-state median annual tuition and fee rate in three of the six categories of institutions.

The data from SREB also show that Virginia institutions have become more expensive for out-of-state students. In four of the seven categories of senior institutions, the non-resident median annual tuition



and required fee rate for undergraduate non-resident students is higher in Virginia than in the other states. Moreover, Virginia's rate is the highest among two-year institutions. For out-of-state graduate students, tuition and fee costs in Virginia are higher than all other states in two of the five categories.

Further examination of Virginia's in-state undergraduate tuition and fees indicates that at many institutions the required annual fees charged to all students who attend the institution seem to be disproportionately high. The required fee portion of the total tuition and required fee cost ranges, among the senior institutions, from \$240 to \$3,285 for in-state students. The annual fee increased in 1985-86 by as much as 79.5 percent at one institution. The mandatory fee includes such items as a student activity fee, an athletic fee, a health service fee, and a debt service fee.

New ways must be found to contain the increasing cost of tuition and required fees for Virginia residents. The price charged to out-of-state students who choose to attend Virginia institutions should remain substantially higher than that charged to Virginia residents. Because of their quality, Virginia institutions are a bargain to many out-of-state students, particularly compared to prestigious private institutions or to state-supported institutions in states outside the southern region.

If institutions are to hold the line on the cost of higher education to their students, however, they must find ways to increase their efficiency and reduce operating costs. Special efforts should be made, for example, to reduce energy costs. Auxiliary enterprise activities involving mandatory fees should be curtailed where possible, and new activities should not be initiated. Proposals to contract auxiliary enterprise activities to the private sector should be examined and implemented when feasible. Advanced technology should be used widely to improve administrative efficiency. Moreover, the institutions and the Council of Higher Education should examine new ways to pro-

vide programs and services to Virginia's citizens that do not result in further duplication of effort among institutions. If proliferation of programs, even when justified by student demand and other indices, is not curtailed, the excellence of the system may eventually be threatened even if the full funding recommended earlier in this Plan is provided.

Finally, state government should create additional incentives for management efficiency and cost containment in higher education. Working with college representatives and state officials, the Commonwealth recently studied the possibility of developing decentralized procedures for the institutions in the areas of procurement and financial and personnel management. The results of the decentralization proposal should be adopted and further incentives that streamline interaction between institutions and state agencies should be identified. The Council of Higher Education will examine the feasibility of modifying funding guidelines to reward institutions that can further contain their costs.

Among other proposals which should be considered is one to allow institutions to carry-over unexpended funds at the end of one biennium in order to make effective use of the resources in the next. Under current practice there is no incentive to withhold expenditure of all funds appropriated. Indeed, it is to an institution's advantage to spend all of its appropriation, because the amount expended usually becomes the base on which future funding is provided. The state should develop criteria for the use of any funds carried forward. For example, they might be used to increase faculty salaries, or to acquire costly pieces of equipment.

Assessing Student Achievement

There is a national movement toward developing indices by which to assess the progress or ultimate success of students who enroll in state colleges and universities. Some states have developed tests to

determine whether individual students should be allowed to begin college degree credit work, or to progress from the first two to the last two years of college. Others are considering introducing competency tests that all students would have to pass before receiving their diplomas. Still others are following graduates to determine how they perform in their careers.

Much of the concern about the quality of the graduates has arisen because of questions about the rigor of the curricula offered the students. Curricular requirements generally became less stringent in the 1960's and early 1970's, when students at many institutions, not necessarily in Virginia, were allowed to set their own academic goals. Many institutions have begun to revise their curricula in order to make programs more demanding and also to re-institute an emphasis on requiring all students to have a broad array of courses in the liberal arts and sciences. The quest for excellence also has led some states, and a number of institutions on their own initiative, to increase admissions requirements for entering students.

During the next few years, the national debate about the quality of higher education will continue. Because recent national studies have found particular fault with higher education's diminished emphasis upon the liberal arts and sciences, the debate will focus primarily upon the undergraduate experience. For this reason, the Commonwealth should support efforts to improve the educational effectiveness of colleges and universities. The Council of Higher Education announced in 1985 that it would dedicate the Funds for Excellence Program in 1986-88 to curriculum renewal. The institutions currently are developing proposals in anticipation that awards will be made in Spring 1986. Improving the curricula should lead to increased student achievement.

Some states are either considering or already experimenting with tests to determine competency when students graduate from college or even when they advance to the upper level. Before any student can be tested to determine competence, however, it is necessary not only to agree on what competence is, but to ensure that the student has had exposure to all of the courses necessary to obtain a broad-based education. To date, no national study has been able to suggest the minimal level of competence that a student who graduates from an institution of higher education should have achieved.

The Council of Higher Education recently completed a study on ways to assess student performance. At least one senior state-supported institution, James Madison University, has an important complementary project underway. The Council's findings and the preliminary results of the James Madison University project should be reviewed by all of the institutions during 1986 and key indicators established for measuring results. Although standardized testing of all graduates may be appropriate in states with homogeneous systems of higher education, requiring a uniform test in a state system as diverse as Virginia's probably would yield few benefits. Rather than measure minimal competence, Virginia institutions should test various competencies, as appropriate to the particular institution, to determine not only competence but the ways in which students have grown as a result of their studies.

The Commonwealth should continue its quest to provide quality higher education for all students. In the final analysis, however, the state can best help by providing an environment in which high quality learning can occur. The assurance of quality should be the responsibility of each institution.

To provide the environment for high quality, the state should ensure that faculty salaries are nationally competitive, that adequate equipment is provided for instruction and research, that adequate academic facil-

ities are available, and that access is open to all qualified students regardless of social or economic circumstance. The state also should encourage institutions to revamp curricula, prevent unnecessary duplication of programs and activities, and require that institutional operations be as efficient as possible.

Reducing Students' Reliance on Loans

According to a recent study from the American Council on Education, lending under the federal Guaranteed Student Loan Program reached an all time high in 1984 when nearly 3.5 million students borrowed \$7.9 billion. The number of borrowers grew by about 700,000 from 1983, and the loan volume increased by some \$1.9 billion.

Since 1977, GSL borrowing has increased four-fold. It slowed in 1982 after Congress imposed a needs test for students with adjusted family incomes over \$30,000, but soon rebounded and began once again to climb at a rapid pace.

Student and parent loan programs, including GSL, the National Direct Student Loan (NDSL), the Parent Loans for Undergraduate Students (PLUS), and several health professions programs, currently comprise a major portion of the federal student assistance effort. Guaranteed Student Loans alone are estimated to total 43 percent of the total amount of financial aid received by postsecondary students in 1983-84. In addition, there are numerous supplementary loan programs that have been initiated by states, institutions, and even regional groups of colleges over the past few years.

Although the availability of more loans has increased the opportunity for many students to begin and continue their higher education, the resulting level of student indebtedness has become a great concern to students, parents, and federal and state policymakers. The recent study from the American Council on Education revealed that in 1983-84, approximately 23 percent of an undergraduate dependent student's educa-

tion at a public or private college was paid for by loans.

In Virginia, almost 25,000 students attending public institutions and about 5,600 students at the private colleges and universities received Guaranteed Student Loans in 1983-84. Altogether, these students borrowed almost \$62 million, with an average loan slightly exceeding \$2,000. When students attending proprietary schools or taking their loans to out-of-state institutions are added to the total, Virginia's various GSL lending institutions made loans exceeding \$106 million in that one year. In the following year, total loan volume rose to more than \$114 million, indicating a growing reliance on loans by Virginia students.

The implications of the increased dependence on loans are far-reaching and may eventually affect the nation's economic health. As the American Council on Education study notes:

Students leaving school with substantial repayment obligations might be reluctant to purchase automobiles, homes, and other major consumer items that fuel the American economy. The prospect of increasing their monthly obligations to such a degree might be simply unfeasible. For graduates contemplating marriage, a new form of "negative dowry" has been introduced into the picture; it is an unpleasant fact of life in the 1980s that quite a few young families must begin life with a combined indebtedness that approaches the level of their annual income.

Many students who graduate from college with substantial repayment commitments are under pressure to enter high-paying careers, avoiding teaching and other important service careers. If colleges and universities, as well as other non-profit groups and public agencies, are not able to compete effectively with business and industry in recruiting talented students, the United States may eventually encounter a severe disruption in its social, academic and governmental institutions.



Given the situation, public policymakers are faced with having to decide whether to allow the present reliance on loans to continue or to place restrictions on the use of loans until the long-term ramifications can be investigated. Nationally, both Congress and the higher education associations seem to be following both paths at once. The reauthorization of the federal Higher Education Act has provided ample evidence of the uncertainty: the new law may well decry the growing over-reliance on loans (the nation's budget deficit seems to preclude any new emphasis on grants), while extending the loan limits for individual students.

The American Council on Education has warned that "The ability of expanded educational loan programs to solve the financing problems of students and families is suspect . . . In reviewing, developing, and

deciding on the role and scope of federal credit programs, caution must be exercised to ensure that the potential side effects do not outweigh the short-term benefits." In addition to the potential societal and personal problems created by indebtedness, high loan debt increases the possibility of default. Although Virginia's students generally have avoided this problem (Virginia's default rate is around 4.5 percent compared with a national rate between 10 and 11 percent), there is a possibility that the rate will increase as recent borrowers graduate or leave school.

Although Virginia cannot fully compensate for the previous decline and current stabilization in the federal grant programs, it can — and should — develop additional, alternative sources of aid. Moreover, the state funds should be leveraged, when possible, to generate additional support.

Virginia has increased significantly the discretionary dollars for student aid placed in the institutions' budgets. In fact, in 1984-86 this aid program increased by 75 percent over the previous biennium. This money can be used to provide need-based grants to undergraduate Virginians, and both need and non-need based grants to graduate students.

But additional assistance is needed. To aid needy undergraduate and graduate students at institutions that can use the additional funds effectively, the state should fund the student Work-Study program that was enacted by the 1983 General Assembly but not yet funded. Under this program, a needy student could be offered, as part of an aid package, a job opportunity related either to the student's academic program or career interest. The program would be a partnership with business and industry and could serve as one method of preparing persons to enter professional or administrative positions. It could assist some three to four thousand students in the next biennium at a cost of around \$2.5 million. With cooperation and matching funds from business and industry, the program would generate at least \$3.5 million in aid to students in its first full year of operation.

Funding the Work-Study program will not resolve the larger question of the proper role of educational credit for Virginia's students, but it will provide an additional source of aid and thereby help to decrease students' growing reliance on loans. In the long-term, Virginia must work with the other states and the federal government to find a balanced program of grants, work, and loans for needy students.

Conclusion

In 1986, Virginia higher education is laying the groundwork for the twenty-first century. The challenges that are acknowledged and the issues that are resolved will determine the shape of higher education in the year 2000. The task is to retain the best of the past and to foresee the best of the future.

INSTITUTIONAL NARRATIVES~ PUBLIC INSTITUTIONS

The narratives of the state-supported institutions are an essential component of the **Virginia Plan for Higher Education** because they provide a historic perspective on each institution as well as an indication of the institution's aspirations. Each narrative, which was prepared by the respective institutions specifically for the **Virginia Plan**, presents a clear indication of the institution today and what it hopes to be in the future.

The narratives follow a similar format to ensure uniformity in content and the inclusion of comparable information. Each narrative has four parts. The first part describes the history and development of the institution from its establishment to the present. The second part contains a statement on the purpose of the institution, while the third part indicates the extent of the institution's instruction, research and public service activities. These three activities are generally considered the principal functions of higher education. Finally, the fourth part discusses the institution's future plans.

CHRISTOPHER NEWPORT COLLEGE

Newport News

History and Development of the Institution

In 1960, the General Assembly of Virginia established Christopher Newport College as a non-residential branch college of the College of William and Mary and located it in Newport News. Subsequently, the Board of Visitors of the College of William and Mary authorized the branch institution to offer a lower-level undergraduate liberal arts curriculum leading to the Associate of Arts degree. From 1961 to 1969, the College matured as a two-year institution, and in 1969 the Board received approval from the General Assembly to broaden the role of the College by adding upper-level curricula leading to the Bachelor of Arts and Bachelor of Science degrees. Between 1969 and 1976, the College initiated several specialized baccalaureate programs leading to Bachelor of Science in Business Administration, Bachelor of Science in Information Science, and Bachelor of Science in Governmental Administration degrees.

In its 1976 session, the General Assembly established Christopher Newport College as a four-year baccalaureate institution, independent of the College of William and Mary. The operation of the College was transferred to the 14-member Board of Visitors of Christopher Newport College on July 1, 1977. The College has since implemented programs of study leading to three additional degrees: Bachelor of Science in Accounting, Bachelor of Science in Nursing, and Bachelor of Music. As it enters its twenty-fifth year, the College offers 39 different majors and concentrations under seven baccalaureate degree programs.

In September 1961, the College enrolled an initial student body of 171 at its original location, the John W. Daniel School, a former public school building in downtown Newport News. In 1963, the city purchased and deeded to the Commonwealth the 75-acre tract which is now the campus of Christopher Newport College. Over the years, the on and off-campus student body of the College has grown to more than 4,300. Nine modern buildings with more than

300,000 square feet of floor space have been erected on its new campus. A total annual operating budget of approximately \$12,300,000 supports its overall operation.

The College draws many of its students from the Virginia Peninsula and the surrounding counties beyond the York and James rivers. Increasing numbers of students from Norfolk, Virginia Beach and Chesapeake have augmented this majority. The student body has been, and is, a blend of full-time and part-time students, degree-seeking and unclassified students, and permanent as well as transient residents of Tidewater. While elements of the blend have remained constant, the relative proportions have changed annually.

The 1985-86 student profile illustrates the current mix: 90 percent state residents, 10 percent out-of-state; 83 percent white, 17 percent non-white; 58 percent female, 42 percent male; 36 percent age twenty-one or less, 16 percent age thirty-five or more; 51 percent transfers from other institutions; and 65 percent degree-seeking, 35 percent unclassified. One of the most remarkable features of the student body is the cosmopolitan flavor derived from its large number of transfer students. In the Fall 1985 semester, for example, they numbered 1,827 and represented more than 600 accredited colleges and universities — including at least one college or university in 49 states and the District of Columbia.

As of Fall 1985, 111 persons held faculty positions in the 20 academic departments of the College. They held 308 earned degrees, 72 of which were earned doctorates at colleges and universities in 39 of the 50 states, the District of Columbia and eight foreign countries. Prominent and highly respected members of the Commonwealth's industrial, commercial, professional, scientific, and artistic communities form the College's adjunct faculty. The faculty is organized into three schools—Letters and Natural Science, Social Science and Professional Studies, and Business and Economics.



Purpose of the Institution

Christopher Newport College is an urban, non-residential, coeducational, comprehensive undergraduate college. The broad purpose of the College is to be an informed transmitter and disciplined interpreter of the past and an intelligent developer of the present and future so that its students may move toward freedom in thought and action. To these ends, the College has organized baccalaureate programs to affirm the methods, values, and insights of the traditional liberal arts disciplines, and the importance and promise of the rapidly evolving areas of high-technology, human service and professional studies. The patterns of enrollment and graduation illustrate the interactive nature of the elements of this plan. In Fall 1984, enrollment was distributed among the three Schools as follows:

Letters and Natural Sciences	43%
Social Sciences and Professional Studies	32%
Business and Economics	25%

Graduations in 1985 produced these results:

Letters and Natural Sciences	25%
Social Sciences and Professional Studies	38%
Business and Economics	37%

The College believes that it has a responsibility to offer academic programs and educational services appropriate to a mobile, urban, technological, commercial, and increasingly sophisticated society, and to make the Greater Hampton Roads the special focus for these activities. This is reflected in the College's range of degree programs; in its cooperative agreements with area colleges and universities; in its student transfer arrangements with the Virginia Community College System; in its policies governing admission, transfer, and graduation; and in its counseling programs and continuing education activities.

The College also recognizes its obligation to extend its resources throughout the service area by offering



course work and other services at suitable off-campus locations. It is committed to the development of courses and services which turn the best resources of the Peninsula — its museums, research centers, and people — into educational advantages for the Commonwealth.

The Role of Instruction, Research and Public Service Within the Institution

The priorities of Christopher Newport College are, in order, instruction, public service and research. The

College provides classes throughout the year: day and evening, weekday and weekend, on-campus and off, credit and non-credit. Public service activities include a monthly business and economic newsletter, a speaker's bureau, several community concert series and theatre productions, a faculty radio forum, community development programs, consulting services, and adult education, recreation, and leisure programs designed by the Office of Continuing Studies. The College's research activities have resulted in the establishment of cooperative relationships with the National Aeronautics and Space Administration, the Virginia Associated Research Campus, the Mariners' Museum, and various social and business agencies in the community. The annual dollar value of research conducted in conjunction with the College regularly exceeds \$100,000.

The Institution's Future Directions

Christopher Newport College is committed to continue its evolution as an institution for both traditional and nontraditional students, as a lifelong learning center for the citizens of its expanding service area, and as a focal point of both pure and applied research activity. The College believes that educational growth at both undergraduate and advanced levels of study will occur as the Greater Hampton Roads emerges as one of the Commonwealth's economic development centers. The College intends to pursue its commitment to serving the educational needs of the Virginia Peninsula through the development of appropriate new academic programs. By the turn of the century, the College expects the student body to exceed 5,000 students.

Christopher Newport College anticipates that the coming decade will require a building program to include a library addition, an expanded physical education and convocation center, a performing arts center, and the modification of existing structures to accommodate expanding and changing functions.

CLINCH VALLEY COLLEGE OF THE UNIVERSITY OF VIRGINIA

Wise

History and Development of the Institution

In 1954, the General Assembly established Clinch Valley College as a two-year branch of the University of Virginia, and in 1968 elevated the College to four year status. The College initially was established to provide postsecondary educational opportunities to the citizens of far-southwestern Virginia. The closest senior state-supported institution is 150 miles away; therefore, Clinch Valley College plays a significant role in providing educational opportunities to its region. The first Bachelor of Arts degrees were awarded in 1970 and the first Bachelor of Science degrees in 1973.

In Fall 1985, the College registered a total of 1,266 on and off-campus students, of whom 743 were full-time and 523 were part-time. Of those students, 1,204 were from Virginia and 49 were from outside the state. Until the early 1970's, the College primarily served commuting students from the local area. Since then, increasing numbers of students from outside the local area have been enrolling. Forty percent of the full-time students now live on the 400-acre residential campus adjacent to the town of Wise.

Purpose of the Institution

Clinch Valley College is a four-year, coeducational, residential, comprehensive undergraduate college. The purpose of the College is to provide high quality education in a small, residential college setting with close and caring student-faculty relationships. Avoiding the trend toward narrow vocational studies, the College strives to provide knowledge and understanding essential to a rich and full life. To achieve this end, the institution is committed to offering activities designed to quicken, discipline and enlarge the intellectual and creative capacities of its students. Students are encouraged to develop resources which they may draw upon throughout their lives.

The College has four academic divisions: Education and Psychology, Humanities, Mathematics and Sciences, and Professional and Social Sciences. Baccalaureate programs in many of the liberal arts areas are offered as well as in the professional areas of business, education and medical technology, all of which have a firm liberal arts base.

Extent of the Institution's Mix of Instruction, Research and Public Service

Effective teaching is the primary focus of Clinch Valley College. The College strives for excellence and quality in the 14 baccalaureate degree programs and the three two-year certificate programs offered. While research activities are generally limited, individual faculty members work constantly to strengthen themselves in their academic specialties.

Clinch Valley College is very sensitive to the public service needs of the community. The College has made continuing efforts to provide educational opportunities as well as cultural programs in the arts and the humanities to meet special community needs. Alumni activities, Elderhostels, courses for industrial employees and numerous conferences and workshops provide educational opportunities for senior citizens, potential undergraduates and part-time students pursuing special interests.

The Institution's Future Directions

Clinch Valley College expects a gradual increase in enrollment through 1992. To accommodate the growing number of students, the College will expand its building program, particularly with respect to improving residential life. Emphasis on the improvement of institutional programs will continue, as will attention to public service — especially those activities which affect the teaching mission.



The College will continue to better develop its curriculum, whenever possible, offering opportunities which prepare students for the Information Age. Existing programs will be expanded and developed as necessary to meet growing student and societal needs.

THE COLLEGE OF WILLIAM AND MARY

Williamsburg

History and Development of the Institution

The College of William and Mary, founded by royal charter in 1693, is the second-oldest institution of higher learning in the United States. After the American Revolution, it continued under private auspices. The College first received support from the Commonwealth in 1888, and in 1906, by act of the General Assembly, became a state institution with its Board of Visitors appointed by the Governor. In 1968 William and Mary was recognized as a university. The Board of Visitors of the College also has responsibility for a two-year branch college, Richard Bland, located in Petersburg.

William and Mary today is a coeducational university serving the Commonwealth and the nation. It consists of the Faculty of Arts and Sciences and the Schools of Business Administration, Education, Law and Marine Science. Besides the baccalaureate in arts, science, and business administration, the College offers the master's degree in 14 fields and the doctorate in eight, in addition to the Juris Doctor in law. The undergraduate student body numbers approximately 4,700; the graduate and advanced professional enrollments number 1,600 students (Fall 1985). Approximately 70 percent of the students are from Virginia; the remainder are from some 44 states and foreign countries.

Although the main campus of William and Mary is in Williamsburg, the Virginia Institute of Marine Science, located 15 miles away at Gloucester Point, is an integral part of the College of William and Mary. It merged with the College in 1979.

Purpose of the Institution

William and Mary is, according to its mission, "a community of scholars seeking to expand the sum of human knowledge and to communicate that knowledge to all who wish to know." As such, the institution "offers individuals the opportunity to acquire a



broad understanding of the human condition through a liberal education and to add to the knowledge underlying that understanding by pursuing their intellectual and professional interests as far as possible within the resources at the institution's command."

To achieve its goal, William and Mary's primary mission is to offer a highly selective full-time residential undergraduate program of national repute. In addition, it offers graduate and advanced professional programs in selected fields appropriate to its history and location. About 85 percent of the undergraduates are in arts and sciences and education, the remainder in business administration. All undergraduate students receive in their first two years a firm grounding in liberal studies. William and Mary emphasizes close faculty-student interaction and, in this regard, provides relatively small classes at the undergraduate level. At the same time, the existence of post-baccalaureate programs in selected areas brings to the entire College the benefits normally associated with larger institutions, such as the stimulation of research and publications and access to additional library and laboratory facilities.

At the advanced level, William and Mary offers the Juris Doctor and doctorates in computer science, history, marine science, psychology, physics, and three areas of education. The Marshall-Wythe School of Law traces its ancestry to studies in the law first offered at the College in 1779. Affiliated with the School of Law is the Institute of Bill of Rights Law, which is particularly concerned with the study of the First Amendment. The education program has been of importance to Virginia since 1906 when the College's primary objective was to ensure a source of trained public school teachers throughout the state. In its history program, William and Mary benefits from its significant library holdings on the early years of this country, from the growth of Williamsburg as a center for historical research since the founding of the Colonial Williamsburg Foundation in 1926, and from the



campus presence of the Institute of Early American History and Culture. The Doctor of Psychology program is offered jointly by William and Mary, Old Dominion University, and the Eastern Virginia Medical Authority, in close association with Norfolk State University and Eastern State Hospital.

For half a century, the College of William and Mary has made the marine interests of the Commonwealth a special concern, initially through the Virginia Fisheries Laboratory and subsequently with the Virginia Institute of Marine Science at Gloucester Point. The College's highly respected Ph.D. program in physics and its Ph.D. program in computer science are closely associated with the National Aeronautics and

Space Administration's Langley Research Center in Hampton. William and Mary also offers the professional degrees of Master of Business Administration and Master of Education, and master's degrees in American Studies, anthropology, applied science, biology, chemistry, education, English, government, history, law and taxation, marine science, mathematics, physics, psychology, and sociology. The College also offers an Executive MBA program.

Extent of the Institution's Mix of Instruction, Research and Public Service

William and Mary's instructional emphasis is on providing its undergraduate students with a general liberal education and its graduate and advanced professional students the special skills needed for service in the public and private sectors.

William and Mary conducts both basic and applied research. Its research activity involves both contracts for programs and individual grants to faculty members. In 1984-85 the College, including the Virginia Institute of Marine Science, received approximately \$7.2 million in research funds.

William and Mary recognizes its public service responsibility to the Commonwealth by offering educational and cultural programs through the Office of Special Programs; an extensive marine advisory program; and expert consultation in a variety of educational, scientific, legal, and business fields.

The Institution's Future Directions

The College of William and Mary intends to remain relatively stable in enrollment and in the number and type of academic programs offered. Any additional program offerings will emphasize areas in which the College can make a unique contribution to the Commonwealth. With limited enrollment and highly selective admissions, it has a commitment to competitive excellence in all of its educational offerings.

GEORGE MASON UNIVERSITY

Fairfax

History and Development of the Institution

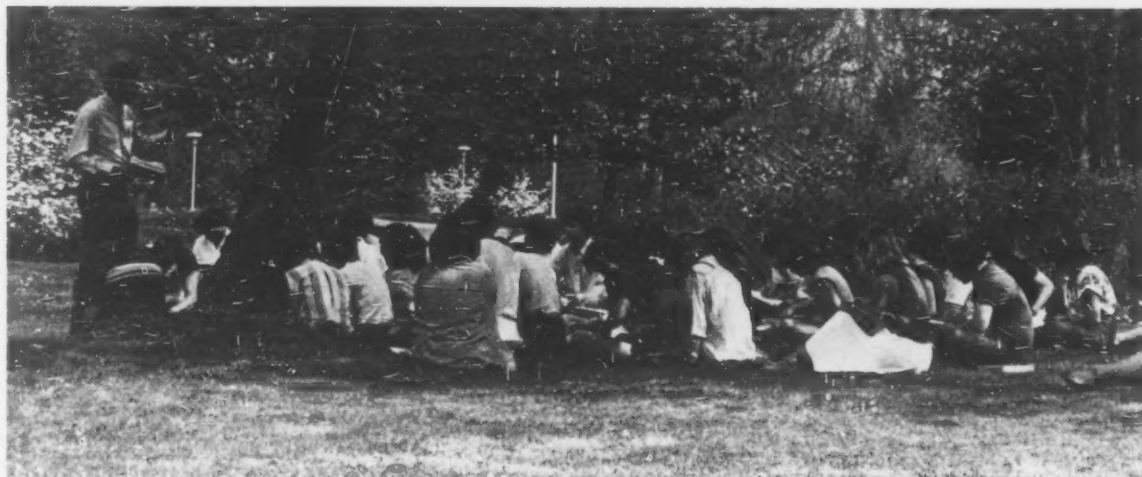
With the nation's capital at its doorstep, George Mason University, the state university in Northern Virginia, is in the mainstream of the political, artistic and professional life of the country.

A young, vigorous institution building toward the future, George Mason University is, however, rooted in the academic traditions of Virginia. Established in 1957 under the aegis of the University of Virginia, it was named George Mason College after the Virginia statesman and patriot. The 1966 General Assembly changed its status from a two to a four-year institution. The college granted its first bachelor's degrees in 1968 and the first master's in 1971. On April 7, 1972, it became an independent state institution. In 1979, the General Assembly authorized the acquisition of a School of Law. Doctoral status was granted to George Mason in 1980, and the first doctoral degree was conferred in 1983.

The university grants 92 undergraduate, graduate and professional degrees, including a law degree, the juris doctor. Doctoral degrees are offered in economics, education, environmental biology and public policy, applied psychology, public administration and information technology.

With more than 900 full and part-time faculty members, the university serves more than 17,000 on and off-campus students through the College of Arts, the College of Professional Studies, the School of Business Administration, the School of Information Technology, the School of Nursing, the Graduate School, the School of Law and the Division of Continuing Education. In addition, over 6,000 students enroll for the summer session.

In its early days, George Mason University primarily served commuting students from Planning District Eight. Though it has on-campus housing for only 1,700 students, its current student body has students from 31 states and 80 foreign countries. Of the 17,094



on and off-campus students who were enrolled at George Mason in Fall 1985, there were 8,557 full-time students and 8,537 part-time students.

There are more than 100 recognized student organizations serving a student body of great diversity and interests. Student life on the campus has assumed the characteristics of a metropolitan university.

Purpose of the Institution

George Mason University provides a rigorous traditional education, enabling students to develop critical and analytical thinking. The university seeks to prepare students to interpret the complex questions facing them and society. It further seeks to meet the needs of students by providing the opportunity for innovative educational methods and programs, and it will enhance these programs with undergraduate, graduate and professional courses of study that are cross-disciplinary.

Its faculty must excel in teaching, be active in pure and applied research, and be responsive to the needs of the community.

Northern Virginia is a complex setting for a public university. With a population of more than one million, the region is largely suburban. The Northern Virginian lives and works in an environment combining historical and contemporary significance. Mt. Vernon, Washington's estate, and Gunston Hall, home of George Mason, exemplify the tradition of an area that now also includes the United States Division Offices of Mobil Corporation, the AT&T Long Lines Division, IBM, the National Technical Information Services, BDM, the Central Intelligence Agency, the U. S. Geological Survey, and Wolf Trap Farm Park for the Performing Arts.



Extent of the Institution's Mix of Instruction, Research and Public Service

George Mason University is pursuing four complementary paths: the creation of a strong and vital undergraduate program to ensure the full development of its students, anticipation of the needs of the future through an emphasis on high technology, exposition of the public policy implications of new societal directions, and promotion of the cultural needs of the region through an emphasis on the performing arts and the humanities.

The University views research as an integral part of the educational enterprise involving both students and faculty. To encourage research, the George Mason Institute has been established to work in partnership with private industry and other appropriate public and private organizations for mutual benefit in the application and advancement of science and com-

puter technology. To support research of public policy issues, the University has established the Public Management Institute, and the Center for Government, Society and the Arts and has acquired the prestigious economics research group, the Center for Study of Public Choice.

The University is a partner in the development of the cultural and intellectual life of the surrounding community. During 1985-86, there were more than 15,000 participants in the workshops, conferences and short courses organized by the Division of Continuing Education. The University also offers a wide variety of plays, orchestral and dance concerts, art exhibits and lectures for community enjoyment.

The Institution's Future Directions

Rooted in the past, but understanding the needs of the region and future development of the Common-

wealth, George Mason University is poised to meet the challenges of the coming decade. It is exploring new approaches to a variety of needs: a new curriculum for undergraduate education, new advanced degrees supportive of the Information Age, new openings on the cutting edge of telecommunications, new arrangements between the corporate world and higher education, and new cooperative arrangements with other areas of state government.

Looking toward the 21st century, the university now offers a doctoral program in information technology. This is supported by six master's degrees in fields dealing directly with the technological challenges of the future. A comprehensive internal assessment has sharpened the foci of the University and enabled it to emerge stronger and richer in talent. George Mason University has set its goals and is preparing to meet the challenges not only of the 1990s, but of the new century to follow.



JAMES MADISON UNIVERSITY

Harrisonburg

History and Development of the Institution

James Madison University was founded in 1908 by the Virginia General Assembly as the State Normal and Industrial School for Women at Harrisonburg. At that time four years of high school work as well as two years of post-high school work were offered. The institution was renamed the State Normal School for Women at Harrisonburg in 1914. In 1924, when the General Assembly designated the four state normal schools as teachers' colleges, the institution became known as the State Teachers' College at Harrisonburg.

Authorization to award the baccalaureate degree was granted in 1916. High school courses were deleted in 1920-21, and the curriculum was broadened over the next decade to include a wide range of courses in the liberal arts. With the advent of an expanded curriculum, the General Assembly in 1938 renamed the institution Madison College in honor of President James Madison. Authorization to award the master's degree was granted in 1954. In 1966, by legislative action, Madison College became fully coeducational. Continued growth and changes at the institution resulted in it achieving university status from the 1977 General Assembly, and the school became James Madison University.

JMU is a coeducational, regional university of nearly 9,600 on-campus students, 80 percent of whom are from Virginia. In order to gain admission, students must be both academically prepared and potentially able to contribute to the diversity of the University community. As a predominantly undergraduate institution, the curriculum offers a strong program of general studies which prepares a student for majoring in the standard fields of the humanities, sciences, education, nursing, and business, as well as for careers in the arts, communication, and the media. Academic programs are offered in the College of Letters and Sciences, the College of Business, the College of Education and Human Services, the College of Nursing, and the College of Fine Arts and Communication. The



Graduate School administers all graduate programs at the University. The University offers the master's degree in a number of academic and professional fields, and the Education Specialist degree in school psychology.

Purpose of the Institution

James Madison University is a liberal arts university with an additional commitment to professional and pre-professional programs. The University's major emphasis is at the undergraduate level; however, the graduate program is also strong. Graduate programs

are proposed when the programs can provide an effective service to the community or when particularly excellent undergraduate programs can be extended into a position of regional and national recognition. As a regional university, James Madison attracts students from throughout the state, particularly the Shenandoah Valley, and the urban areas of Northern Virginia, Tidewater, Richmond and Roanoke.

The student body at James Madison University is heterogeneous; the University makes a conscious effort to attract a diverse student body on the premise

that a student's total education is greatly enhanced by exposure to people from many different backgrounds.

The University is primarily a residential campus, with the majority of its undergraduates living in University housing. A wide range of social, extracurricular, and dormitory programs is available to students to augment classroom instruction, resulting in total education for the student.

The University is dedicated to the belief that an enduring and meaningful educational experience must be based on exploration of one's cultural heritage and contemporary life through general studies in the liberal arts and sciences. The University is also committed to the preparation of its students for success in a chosen occupation or profession. The University has a special commitment to preparing its students for rapid changes in society.

Extent of the Institution's Mix of Instruction, Research and Public Service

The University's major commitment is to superlative teaching. It recognizes that a sound educational effort emphasizes a spirit of honest inquiry, both in the classroom and elsewhere.

The importance of research and public service, however, is also recognized. All types of research are encouraged on the James Madison University campus, although the University normally concentrates on research which shows promise of immediate and direct benefit to student learning. The University is engaged in a variety of public service activities benefiting professional groups and industrial, commercial, and educational communities, as well as cultural programs which benefit the general community.

James Madison offers 70 academic programs at the undergraduate level, 30 at the master's level, and the Education Specialist in school psychology. Approximately \$500,000 in grants are received annually to

support research in the areas of the arts, natural sciences, social sciences, business and education.

The Institution's Future Directions

The future of the academic program at James Madison University will be dictated by the needs of society. Continuing efforts will be made to anticipate the particular areas of expertise that will be in demand in the future, and the University's curriculum will be adjusted accordingly.

The University intends to use its traditional strength to meet the needs of the future. Future needs will be met, in large part, not by seeking out new directions in subject matter but by adjusting existing subject

areas in different ways to support societal and student needs.

Emphasis on the improvement of institutional programs will continue, as will attention to research and public service — particularly as those activities affect the teaching mission. In the interest of public service, James Madison University recognizes the growing educational needs of the adult population. Existing programs will be expanded as necessary to support those needs. The University expects to be comprehensive at the bachelor's and master's levels in all areas where it has traditionally shown strength with respect to contributing to the higher educational objectives of the Commonwealth.



LONGWOOD COLLEGE

Farmville

History and Development of the Institution

Longwood College originated from the Farmville Female Seminary Association, which was incorporated by the General Assembly in 1839. The College acquired its present name in 1949, after having been known as the State Normal School (1884-1914), the State Normal School for Women (1914-24), and the State Teachers' College at Farmville (1924-49). Concurrent with its last name change, Longwood began a diversification of program opportunities that has led to its current status as a comprehensive college for men and women with academic programs available at the bachelor's and master's levels. Today, Longwood College is a state-supported, coeducational, comprehensive college located in a rural setting. In Fall 1985 it had an on and off campus enrollment of over 2,700 students. In addition, the College has over 1,000 non-credit summer and fall enrollments and nearly 1,000 summer term enrollments for credit. Of the students enrolled in the fall semester, about 91 percent are in-state and 80 percent are residential. The distribution of students by sex is 65 percent female; by race, 10 percent minority.

Approximately 30 percent of the students graduating from Longwood College earn certification to teach. The remaining students are enrolled in the other primary programmatic areas of liberal arts, business administration, social work, therapeutic recreation and pre-professional studies. The College is organized academically into 15 departments. At the master's level, the College offers advanced work in education (Master of Science) and English (Master of Arts). There are seven undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Business Education, Bachelor of Fine Arts and Bachelor of Music Education. There are 30 major programs at the bachelor's level.

In addition to its self-contained programs, Longwood has developed a number of cooperative programs

with other in and out-of-state institutions. In most cases Longwood does not serve as the degree-granting institution but provides the foundation courses for work completed at the cooperating institution. In addition, a cooperative program with Hampden-Sydney College allows students from either college to take classes at the other. Longwood cooperates with a large number of public and private institutions within the state in programs that provide intern opportunities for students in education, business administration, government, social work and therapeutic recreation.

Purpose of the Institution

The primary educational objective of Longwood College is to provide a curriculum distinguished by academic excellence. The College believes that this goal is best achieved by a close interrelationship between teaching excellence and scholarly activities. As an institution of higher education, the College is further dedicated to serving the citizens of southside Virginia by providing enriched educational and cultural opportunities to the area.

The primary areas within the Commonwealth from which the institution attracts students are Richmond, Northern Virginia, Southside Virginia and Virginia Beach. Outside the state, students come primarily from New York, Maryland, New Jersey, Connecticut and Pennsylvania. Students from several foreign countries also attend Longwood.

As a member of the Central Virginia Consortium for Continuing Education, Longwood offers approximately 25 off-campus courses per year in the adjoining counties and in Lynchburg and South Boston. An estimated 400 students are attending these programs.

Longwood is one of the graduate comprehensive colleges in Virginia's diverse system of higher education and is the only small, primarily residential college located in a rural setting. Its central location in the state and its affiliation with a small town provide stu-



dents with an opportunity to share in a unique educational experience. The proximity of three larger cities also provides opportunities for urban, social and cultural life for the student body.



Extent of the Institution's Mix of Instruction, Research and Public Service

The primary goal of Longwood College is to provide its students with instruction of high quality. For this reason, most of the institution's resources are allocated to this effort. The College recognizes, however, that quality instruction and professional activity are closely related. Therefore, efforts are made by members of the college community to engage in meaningful endeavors. The College serves its nearby community through its conference center, through exhibits and performances in the College's facilities, through committee work by faculty, through workshops and courses on community concerns, and by opening its athletic facilities to local recreation needs.

The Institution's Future Directions

Longwood expects a modest increase in enrollment through 1992. Including on and off campus credit courses, it is estimated that 3,000 students will be enrolled at Longwood by the end of the 1980's. In addition, non-credit and summer enrollments for credit are expected to rise.

The development of a wide variety of weekend, evening and summer offerings on campus is in progress. Elderhostels, alumni workshops, courses for employees of the region's industries and many conferences and workshops will provide educational opportunities for senior citizens, graduates, potential undergraduates and intermittent attenders.

The number of minority students is expected to double, and the number of males is expected to be nearly half the population. The College intends to review its admission practices yearly and make such changes in standards as are appropriate.

Longwood has recently initiated a special education program. It also is examining several other programs, focusing on areas where Virginia's estimated demand considerably exceeds the estimated supply.

Expansion of computer literacy will be a primary concern of the institution during the 1980's. Judicious use of computer-assisted instruction throughout the College will enhance each academic program. Such instruction not only enables the institution to make more efficient use of teaching time, but also provides an atmosphere of computer awareness for all students, which is essential for a broad-based understanding of the modern technological society.

Of equal importance, Longwood College will renew efforts to establish cooperative programs with the public schools of the surrounding counties. Building upon its affiliation with the Southside Consortium for Special Education, Longwood plans to strengthen its offerings in special education to assist the counties of Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, and Prince Edward in providing educational opportunities for children with exceptional learning conditions. Longwood is also working closely with a network of superintendents from the region's school systems to identify other needs and opportunities.

MARY WASHINGTON COLLEGE

Fredericksburg

History and Development of the Institution

Mary Washington College was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. In 1924 it became Fredericksburg State Teachers College. In the 1930's, the curriculum was diversified to cover the liberal arts and sciences, and in 1938, taking the name of one of Fredericksburg's prominent early residents, the College became Mary Washington College. Formal affiliation with the University of Virginia came in 1944, when Mary Washington College became the undergraduate women's liberal arts college of the University. In 1970 coeducation came both to Charlottesville and to Fredericksburg, and in 1972 the General Assembly made Mary Washington College a fully independent institution under its own Board of Visitors.

Beginning as a teachers' college for women, the College has evolved into a selective public liberal arts college for men and women. It remains relatively small with its total enrollment at approximately 3,000 students in 1985, and predominantly undergraduate and residential. Although the College enrolls a national (indeed, international) student body, over 75 percent of the resident undergraduates are Virginians.

Located in the rapidly growing urban corridor midway between Washington, D.C. and Richmond, the College in recent years has added academic programs designed to meet the continuing education needs of residents in the region. Approximately 500 of the College's 3,000 students are part-time commuting adults whose needs are met increasingly through use of the College's resources in the evenings and on weekends, and by cooperative and consortial arrangements with nearby campuses of the Virginia Community College System.

The College is organized into academic departments of one or more disciplines and offers 35 undergraduate programs in the liberal arts and sciences and com-





patible professional fields leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology and Bachelor of Liberal Studies. It also offers a master's degree program in business administration and an interdisciplinary graduate degree, the Master of Arts in Liberal Studies.

Purpose of the Institution

Mary Washington has historically focused on the liberal arts and sciences, with the pursuit of academic excellence as the core of a value system emphasized throughout the College. This commitment to excellence and liberal learning will continue in the years ahead.

Believing that a broad liberal education based upon freedom of inquiry, personal responsibility and intellectual integrity is the best preparation for citizenship and career, the College requires its undergraduates to pursue balanced and coherent studies in the arts, the humanities, and the natural and social sciences as a necessary accompaniment to their concentration in a particular field.

As a small, predominantly residential undergraduate institution of the liberal arts and sciences, Mary Washington is distinctive within the Virginia system of higher education by providing a small college alternative to qualified students.

Mary Washington is sensitive to the educational needs of the citizens within its commuting region and has established undergraduate and graduate degree programs designed especially for adult part-time students. The College will continue to assess its full-time and part-time offerings and, when needed, will propose curriculum changes to fulfill its continuing education commitment to the area's population.

Extent of the Institution's Mix of Instruction, Research and Public Service

Consistent with its purpose and mission, the College places its greatest emphasis upon providing instruction of the highest quality. The goal of that instruction is to offer students learning opportunities that will provide them with a sound general education, sensitize them to their responsibilities as citizens in the broader community, offer them the means to achieve

the highest possible degree of self-realization, and enable them to develop the skills and abilities necessary for life-long learning and productive and creative lives.

The College encourages its faculty to pursue the individual scholarship and departmental research necessary to support the instructional mission and the undergraduate and graduate academic programs of the institution.

Mary Washington's public and community service activities provide citizens with on and off-campus continuing educational opportunities and assist in meeting special community needs. The College's Center for Historic Preservation, designed to support the undergraduate degree program in historic preservation and to provide specialized services to preservation-related organizations and interested individuals, is unique within Virginia and the region.

The Institution's Future Directions

In the decade to come, as the College evaluates its offerings, it will seek opportunities to strengthen further its high quality programs in the liberal arts and sciences. Appropriate curricular adjustments will be proposed. Substantial changes in the size or scope of the curriculum are unlikely, as are changes in the fundamental character of the College or its mission. Mary Washington College will continue to emphasize residential undergraduate liberal education and will also offer, within the liberal arts context, a limited number of compatible undergraduate and master's level programs designed primarily for commuting students.

NORFOLK STATE UNIVERSITY

Norfolk

History and Development of the Institution

In response to a growing demand for higher education in the Tidewater region, Virginia Union University established a Norfolk unit in 1935. Following a rapid expansion of this unit's responsibilities, Virginia Union University relinquished control in 1942 to the newly chartered Norfolk Polytechnic College. The Commonwealth's interest in the fledgling school began in 1944 when the General Assembly adopted legislation merging it with what was then the Commonwealth's single traditionally black state-supported institution, Virginia State College. Nurtured by this new partnership, the two-year division of Virginia State flourished for more than two decades, expanding enrollment and curricula. It received permission to offer the bachelor's degree in 1956. A gift of 50 acres of land from the City of Norfolk gave the Norfolk Division of Virginia State College adequate space to accommodate its burgeoning enrollment and diverse academic programs.

The Virginia General Assembly established an autonomously operated Norfolk State College in 1969. In recognition of the college's broadening mission, Norfolk State became a university in 1979.

Norfolk State University is a co-educational urban institution offering courses of study in the liberal arts and sciences, technology, nursing, and other fields leading to professional degrees at the associate, bachelor's, and master's levels. The Fall 1985 on and off campus enrollment topped 7,100. Virginia residents comprised 75 percent of that number. Nearly 65 percent of the students are life long residents of Tidewater, while the remaining 35 percent come from elsewhere in Virginia, the United States, and 34 foreign countries and territories. The student body ratio of men to women is approximately 5:6.

The University offers a broad range of academic disciplines including business, education, social work, mass communications, and the natural and physical

sciences, which have strong student appeal. The academic programs are offered through nine schools and 30 departments.

At the bachelor's level, program emphases lie in the sciences, allied health professions, urban planning, business, technology and education. At the master's level, the institution continues to develop its human resources program, including urban affairs, gerontology, communication, special education, community psychology, fine arts and business. Future plans call for proposing further development of programs in these fields.

In order to enhance access to upper level degree programs, Norfolk State University has entered into extensive, formal student transfer agreements with more than a dozen community colleges in Tidewater and beyond. Transfer agreements also have been developed with Old Dominion University, Virginia Polytechnic Institute and State University and Christopher Newport College. The most extensive credit exchange arrangement exists with Old Dominion University, featuring an innovative program of inter-campus registration and matriculation. Moreover, the University is a partner in a doctoral program in clinical psychology with the Eastern Virginia Medical School, the College of William and Mary and Old Dominion University.

Purpose of the Institution

Through the years, Norfolk State University has enlarged its historical purpose of extending services to black Virginians to encompass all citizens in the larger community. The University will continue to identify, encourage and cultivate the non-traditional student seeking development of his or her full academic potential. The University strives to maintain high academic standards while developing alternative models for higher education.



The University offers programs unique to Virginia. It is home to the nation's largest female Reserve Officer Training Corps unit. The men's ROTC contingent is, likewise, the largest of any non-military school in the state. Additionally, the University is a partner in the tripartite Hampton Roads Naval ROTC program with Hampton Institute and Old Dominion University.

Although the University's primary service area is the Tidewater region, its mission extends throughout the Commonwealth and the nation. Numerous courses and special programs are made available to distant students through the activities of the School of General and Continuing Education. Offering a wide selection of education programs, this school serves individuals and organizations in need of supplemental course work on a credit or audit basis. A highly flexible curriculum offered through the Department of Adult Education and Public Service, as well as the popular Evening College division, accommodates the schedules of working professionals.



Extent of the Institution's Mix of Instruction, Research and Public Service

Consistent with its mission, Norfolk State University places a high priority on classroom instruction, offering in-service training opportunities and convening national conferences on teaching dynamics and teacher training. While instruction will continue to receive ample attention, faculty research is no less an important endeavor. The research activity is expected to expand with a growing emphasis on graduate education. With some 70 academic programs available (seven associate, 48 baccalaureate, and 15 master's degree curricula), a diversity of state-funded and sponsored research in biomedicine, social and political behavior, mathematics, atomic energy, environmental sciences and family studies is currently under-

way. The institution's total funded research has an approximate annual value of \$2.5 million.

Public service has always been central to the mission and philosophy of the University. The public service thrust is embraced by all academic and administrative areas and manifested through numerous special and ongoing activities. Some examples include the University's special laboratory programs for elementary, secondary and adult students whose basic skills competencies need strengthening. Instructional activities are provided in the areas of reading, language arts, computer science, mathematics and speech. The University maintains formal relationships with area public school systems which regularly refer their advanced high school students to the institution for more intense study. Elementary and secondary

classes make frequent field trips to campus to study astronomy in the University's planetarium. Moreover, special children's reading programs, sports activities, and child diagnostic clinics are available to local residents throughout the year. After diagnosing a child as gifted, the University offers a special laboratory to stimulate the child's interest. This facility is manned by professionals and students in the University's master's program for gifted education.

A number of Norfolk State's outreach and continuing education programs are brought together in the Brambleton Multipurpose Center. In a contract with the city of Norfolk, the University has assumed the operation of the Center and is administering several programs that are beneficial to the citizens of the surrounding area. Notable among these are a teenage anti-pregnancy program, social service assistance programs, a gerontology program and community recreational programs.

The Institution's Future Directions

Norfolk State University's direction in the coming years will be characterized by a heightened attention to research and community service in an urban environment. Both academic programming and student enrollment will expand moderately over the next five years before leveling off for the decade of the 1990's. Graduate education programs will comprise much of that growth, bringing a commensurate increase in the amount of research conducted by faculty and students.

Outreach programs to extend the University's traditional faculty and program strengths further into the community will occupy a high priority for future growth. Included among these outreach efforts are in-service education for public school teachers and administrators, special programs to improve middle and high school guidance counseling, expanded continuing education programs and technical assistance to area small businesses.

OLD DOMINION UNIVERSITY

Norfolk

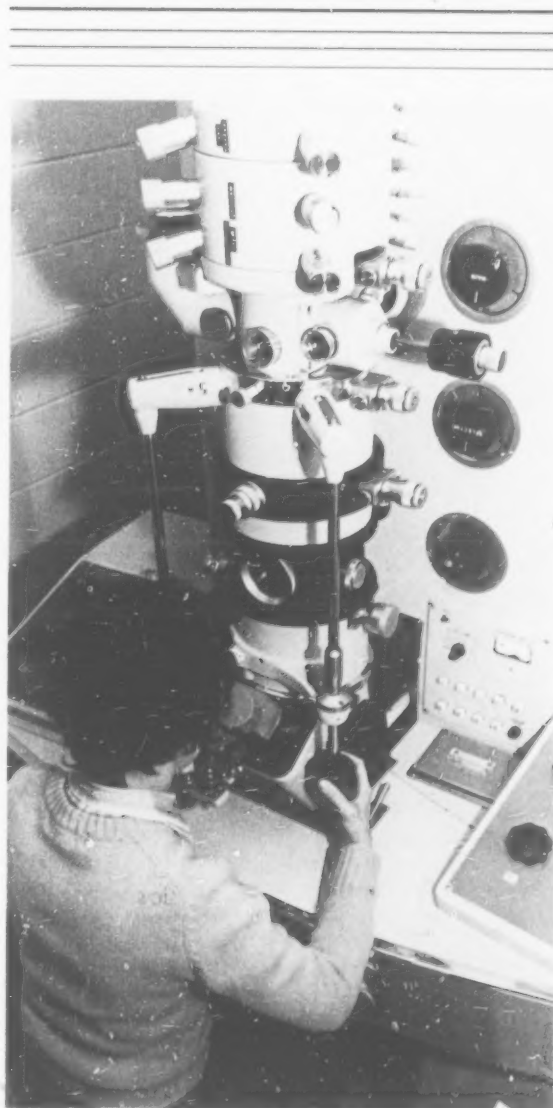
History and Development of the Institution

Born in tradition yet building toward the future, Old Dominion University had its formal beginning in 1930. It began as the Norfolk Division of the College of William and Mary, although William and Mary had offered extension courses in Norfolk as early as 1919. Virginia Polytechnic Institute began offering an engineering program under a cooperative agreement with the Norfolk Division in 1931. The Norfolk Division was authorized to offer baccalaureate programs in 1954. In 1962, the General Assembly made the Norfolk Division independent of the College of William and Mary. Shortly thereafter the new Board of Visitors adopted the name of Old Dominion College. In September 1969, the College became Old Dominion University.

Today, the University has an on-campus student body of over 15,800 students composed of an equal number of males and females. Sixty-seven percent are full-time students. Eighty percent are Virginia residents.

The University has established a comprehensive set of student services to support and extend the learning environment beyond the classroom. These student services are designed to respond efficiently to student needs; to provide outlets for leisure and recreational interests; and to support students in need of counseling, advising, academic skill development and career planning.

Six academic schools, Arts and Letters, Business Administration, Education, Engineering, General Studies, and Sciences and Health Professions, provide students with a wide array of undergraduate degree programs and course options. Master's degree programs are offered in the arts, humanities, social sciences, business administration, accounting, economics, education, engineering, computer science, public administration, urban studies and health professions. Certificates of Advanced Study are offered in two areas of education. Doctoral programs are offered in selected



areas: biomedical sciences, engineering, ecological sciences, computational and applied mathematics, oceanography, applied physics, clinical psychology, industrial/organizational psychology and urban services with components of urban management and urban education. To take advantage of the extensive educational resources available in eastern Virginia, the University has joint and cooperative programming arrangements with Norfolk State University, the Eastern Virginia Medical Authority, the College of William and Mary, Christopher Newport College, Tidewater Community College and Virginia Polytechnic Institute and State University.

Purpose of the Institution

The primary mission of Old Dominion is to meet the educational, professional and research needs of eastern Virginia and the Commonwealth. At the undergraduate level, it emphasizes a comprehensive program of liberal arts, sciences and selected professional programs. Graduate offerings address the region's needs for advanced professional education and for certain specialized programs. Old Dominion's seven areas of specialization, designed to respond to the needs of the region, are administration, applied science and technology, the development of urban educators, fine and performing arts, health-related studies, international studies, and marine and environmental studies.

While basic or pure research is encouraged, emphasis is given to applied research due to the integral role the University plays in the economic, social and cultural life of the region.

Old Dominion University has a broad program of continuing education. It is committed to extending its professional services throughout the Commonwealth with special emphasis on eastern Virginia. The University offers undergraduate and graduate courses at many off-campus sites and provides a wide variety of non-credit courses, seminars and short courses annu-



ally for over 24,000 individuals interested in personal enrichment and career development.

The University has a selective admissions policy but seeks to admit all applicants who can demonstrate the probability that they can succeed at the University and complete their degree requirements. The composition of the student body reflects a diverse constituency with regard to age, sex, racial, socio-economic and geographic backgrounds. This diversity enhances the University's programs and multicultural atmosphere.

Extent of the Institution's Mix of Instruction, Research and Public Service

Old Dominion University values the importance of excellence in teaching, research and public services.

The commitment of the University to the region it serves affects the nature of research and related forms of scholarly endeavor undertaken by its faculty. Through contracts with NASA's Langley Research Center, faculty and students are engaged in work involving civil, electrical and mechanical engineering, chemistry, biology, physics, and geophysics. Faculty are also engaged in research and scholarship in oceanography, education, business, health, humanities, and social and behavioral sciences. In 1984-85, a total of \$5.6 million in public and private research funds was obtained.

The University meets its public service responsibilities through a wide variety of cultural, recreational and educational programs. It sponsors community ballet, theatrical, musical and athletic performances; lectures; and scholarly symposia. It provides workshops, conferences and in-service programs for health and mental health workers, educators, business persons, public officials, social service workers and other groups.

The Institution's Future Directions

As Old Dominion builds toward the future, it continues to develop its mission by strengthening its academic programs at the undergraduate and graduate levels in the seven areas of specialization. Particular emphasis is placed on the unique needs of eastern Virginia. The University's research continues to expand and address issues related to the urban environment, economic development, engineering, marine science, business, and the social, behavioral, biological and physical sciences.

Public service is receiving increased emphasis through programs offered both on and off campus.

To enhance the quality and scope of its higher education services, Old Dominion University continues to reinforce its cooperative relationships and joint programmatic efforts with other institutions of higher education.

RADFORD UNIVERSITY

Radford

History and Development of the Institution

Radford University was established by the General Assembly in 1910 as the State Normal and Industrial School for Women at Radford; it has been in continuous session since its formal opening in 1913. The school became Radford State Teachers' College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944 the College was consolidated with Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the institution's formal affiliation with Virginia Tech in 1964. At that time an autonomous administration was established for Radford College, and the College was authorized to grant the Master of Science degree. In 1972, after almost 60 years as a college for women, Radford became coeducational, and in 1979 the institution was granted university status by the General Assembly.

Today, Radford University is a coeducational, comprehensive, residential undergraduate institution with several graduate programs. Since 1972, the total enrollment has increased by 91 percent. In Fall 1985, the institution had 7,000 students in programs both on and off-campus. Radford's students come from all over the Commonwealth: 40 percent from western Virginia, 25 percent from Northern Virginia, 15 percent from Richmond and central Virginia, and 12 percent from Tidewater and southside Virginia. More than 8 percent are from out-of-state. While serving primarily as a residential campus (over 3,350 students reside on campus), the University also attracts local students who live within commuting distance of the campus.

Radford maintains strong programs in the liberal arts, the fine arts, teacher education, business and other professional fields. Presently the institution offers, in a medium-sized university environment, 55 undergraduate programs (including professional and pre-professional) in the Colleges of Arts and Sciences, Business and Economics, Education and Human

Development, Visual and Performing Arts, and Nursing and Health Services. The Graduate College offers degrees in 23 different disciplines and offers work leading to the doctorate of education from the University of Virginia. The graduate program provides advanced and specialized courses of study, supervised practicum experiences and opportunities for research.

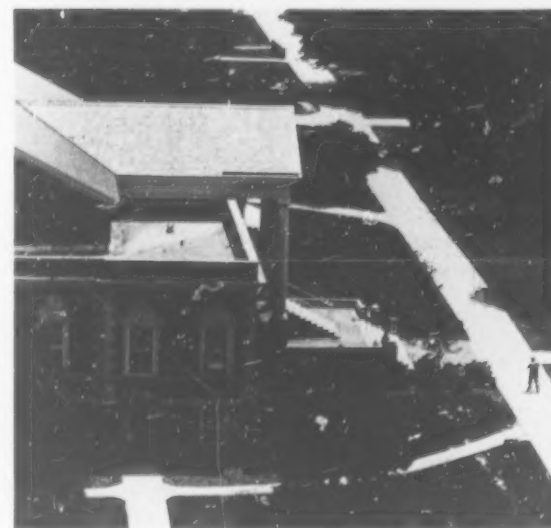
Purpose of the Institution

As a part of Virginia's diversified system of higher education, Radford University fulfills the role of a medium-sized comprehensive university serving the entire Commonwealth. The pervasive commitments of the institution are: to teaching and student learning; to the widespread participation of the faculty, students, and staff in the affairs of the institution; and to a demonstrated willingness to change. As the institution's mission statement notes, "Through a sound and comprehensive general education and carefully tailored major program options, students at Radford are challenged — intellectually, culturally, socially and personally. Within this context, they can develop into mature, responsible, well-educated citizens."

Extent of the Institution's Mix of Instruction, Research and Public Service

As a public university, Radford assumes a responsibility to address societal issues and needs through scholarship, research and creative activity. Because it is a student-oriented institution, Radford has set as its first priority a commitment to successful teaching. This commitment notwithstanding, research and professional activities are encouraged, and all faculty are expected to make "professional contributions" to the institution and to their respective disciplines. Radford's position is that research and teaching are not mutually exclusive activities and that research can and should be a vital part of the teaching transaction.

The University, with its primary emphasis on teaching, also attempts to serve the public needs of west-



ern Virginia with a wide range of academic, cultural and human service programs. Off-campus courses and programs are offered throughout the Western Region Consortium area, including an evening college in Roanoke. The University responds to the special continuing education needs of school systems, businesses, industries and individuals in both the urban and rural areas of western Virginia. Radford is committed to meeting the educational needs of residents of the western region for high-demand programs, especially in the areas of business and education, by providing evening courses both on-campus and at off-campus locations.

The Institution's Future Directions

Within the Virginia system of higher education, Radford University will continue to be a comprehensive institution of medium size with a primary focus on effective teaching.

RICHARD BLAND COLLEGE OF THE COLLEGE OF WILLIAM AND MARY Petersburg

History and Development of the Institution

Founded by the General Assembly in 1960, Richard Bland College was established as a branch of the College of William and Mary to provide opportunities for higher education to the citizens of southside Virginia. The College opened to students at its permanent location in Petersburg in September 1961.

Richard Bland College today is a two-year, non-residential, state-supported college. It continues to be governed directly by the Board of Visitors of the College of William and Mary. Approximately 900 on and off-campus undergraduate students are enrolled, with about 97 percent being Virginia residents. About 70 percent of the institution's students are enrolled in programs in the arts and sciences, with the remainder in business. All students receive a firm grounding in liberal studies.

The College consists of the Divisions of Humanities and Social Sciences, Natural Sciences and Mathematics, and Business and Physical Education. The Associate in Arts, Associate in Science and Associate in Science in Business degrees are offered.

Purpose of the Institution

Richard Bland College has as its primary mission the offering of transfer associate degree programs in liberal arts, business administration and other career programs appropriate for a junior college. The College also recognizes its role and responsibility in community education, public service and cultural activities.

Although semi-professional skills are developed in appropriate programs, the College's curricular emphasis is on general education courses offered during the first two years of a baccalaureate degree program. Developmental programs are provided for students who need to improve skills necessary for success in college.

Summer programs in basketball, football, soccer, computing and foreign languages are offered for elementary and secondary students in the area. The College is also actively engaged in programs associated with gifted children and accelerated high school students.

Richard Bland believes that its uniqueness in the state system of higher education lies in its continuing concentration on the preparation of its students for transfer to senior institutions. The College of William and Mary has a special transfer relationship with Richard Bland.

Extent of the Institution's Mix of Instruction, Research and Public Service

As would be expected in a primarily liberal arts junior college, the major focus of the institution is instruction. Research activities are generally limited to efforts by individual faculty members to strengthen their academic specialties. Public service is offered

through the College's speakers' bureau and through consulting activities of the faculty and staff with area agencies, institutions and service organizations.

The Institution's Future Directions

Richard Bland College intends to remain relatively stable in its enrollment and will continue to offer transfer associate degree programs in liberal arts, business administration and career programs appropriate for a junior college. Such programs might include associate degree programs in some areas of the performing arts and allied health professions.

During the next ten years, the College will attempt to serve more students beyond the 18-25 age range, as well as more part-time students. The institution might also propose a two-year residential program for students from throughout Virginia who prefer the learning environment that a small liberal arts junior college can provide.



UNIVERSITY OF VIRGINIA

Charlottesville

History and Development of the Institution

The University of Virginia, founded by Thomas Jefferson in 1819, is a major comprehensive state university of national character and stature. It was established following enactment of a statute by the General Assembly in 1819 providing that "There shall be established, in some convenient and proper part of the State, the University of Virginia, wherein all the branches of useful science shall be taught." The University is a coeducational institution with most of its students enrolled full-time and a large number living on grounds. The Fall 1985 enrollment of the University was 20,568.

The University is comprised of the College of Arts and Sciences and the Schools of Architecture, Commerce, Education, Engineering and Applied Science, Graduate Arts and Sciences, Graduate Business Administration, Law, Medicine, and Nursing. The Division of Continuing Education provides courses for part-time students at numerous off-campus locations throughout the state. Clinch Valley College of the University of Virginia is located in Wise. The University of Virginia Medical Center, which offers students in the health sciences a wide variety of settings in which to learn, also provides health care through its hospitals and clinics.

The University offers undergraduate programs leading to degrees in architecture, architectural history, arts and sciences, commerce, education, engineering and applied science, nursing, and planning. At the first professional and graduate levels, the University offers programs leading to degrees in accounting, arts and sciences, architecture, architectural history, business administration, education, engineering and applied science, landscape architecture, law, medicine, nursing and aid planning. Today the University confers a considerable portion of the doctoral degrees awarded by Virginia's institutions of higher learning.



Purpose of the Institution

A university is a community of scholars having as its central purpose the enrichment of the human mind. This central purpose is served, at the University, by activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic awareness, of its members. In addition, the institution is committed to recording, preserving, and disseminating the results of its intellectual inquiry and creative endeavors. The University seeks to achieve its purpose through the pursuit of specific goals, including educating men and women in undergraduate schools and programs, graduate schools, and graduate professional programs; providing an atmosphere conducive to participation in the affairs of the University and of the community at large, and by expanding opportunities for persons with special challenges; leading in the advancement and application of knowledge through graduate study and research, including research in the medical sciences; providing innovative leadership in health care and medical services in the local community, the Commonwealth, and the nation; contributing to education in the Commonwealth and beyond by offering a variety of continuing education opportunities, as well as by assisting other colleges and educational institutions by making available to them the facilities of the University and the experience and counsel of its members; offering to the Commonwealth of Virginia and the nation the various kinds of public service and intellectual and cultural activities which are consonant with the University's purpose; and establishing appropriate new programs, schools and degrees.

Extent of the Institution's Mix of Instruction, Research and Public Service

The University of Virginia places equal emphasis on the programs of instruction and research. Both of these programs are essential in a comprehensive doctoral-degree granting institution.

MEDICAL-SCHOOL



The University carries out research activities, most of which are federally and privately funded, in a wide variety of disciplines. Its annual expenditure for research and for the support of graduate students engaged in research is approximately \$48 million; this amount has been increasing at the rate of about 16 percent per year, for the last two years.

The University of Virginia also carries out important programs in public service, principally through its institutes and research bureaus but also through programs offered statewide by its Division of Continuing Education. Furthermore, the University of Virginia Medical Center provides patient education and quality health care at primary, secondary and tertiary levels to citizens throughout the Commonwealth and in neighboring states.

The Institution's Future Directions

The University of Virginia, after several years of no enrollment growth, plans to increase the number of students on-grounds from approximately 17,100 to 17,500 by 1994. It is proceeding with plans to enhance its quality and increase its effectiveness in the coming decade through such mechanisms as a University-wide evaluation of academic programs and support services, cooperative efforts with the state's other comprehensive doctoral institutions to offer high-quality, off-grounds degree programs utilizing the latest technology, and enhanced research initiatives in cooperation with state business and industry. Funded research should continue to grow at a rate of approximately 14 percent next year and 10 percent in succeeding years. The service role of the University Medical Center will continue to expand, particularly in the area of tertiary care.

VIRGINIA COMMONWEALTH UNIVERSITY

Richmond

History and Development of the Institution

Virginia Commonwealth University was created by the General Assembly on July 1, 1968, by merging the Medical College of Virginia (founded in 1838) and Richmond Professional Institute (founded in 1917). This merger was proposed by the Wayne Commission in response to a perceived need in Virginia for an urban university located in Richmond. Building rapidly on its strengths, the University has developed as a comprehensive doctoral-granting, research university with a dual campus. Its location in the capital city has provided a real-life laboratory for teaching, research, and public service, the scope of which is local, regional, national, and even international in its impact.

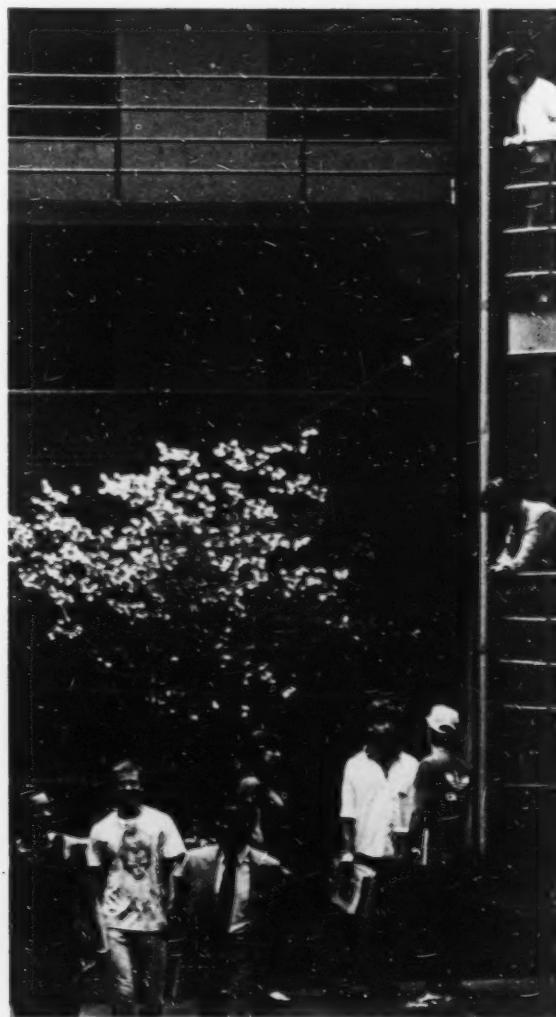
The present 19,861 on-campus students, of whom 91 percent are Virginians, are a blend of full and part-time residents and commuters with a median age of 28. The academic disciplines are organized into the College of Humanities and Sciences and 12 schools: Allied Health Professions, the Arts, Basic Sciences, Business, Community and Public Affairs, Dentistry, Education, Medicine, Nursing, Pharmacy, Social Work and Graduate Studies.

Research and service to society are considered essential elements of the institution's educational mission. The baccalaureate, master's, doctoral, and first professional degree offerings are structured to serve the needs of today's society. Joint instructional programs are offered with the University of Richmond, the University of Virginia, Virginia Polytechnic Institute and State University, Old Dominion University, and Virginia State University.

Purpose of the Institution

Virginia Commonwealth University is committed to two primary objectives. The first is to provide society with educated professional practitioners who have the capacity to deal with the specialized problems of





their discipline and who possess the attributes of broadly educated persons. A parallel objective is to provide advanced study for practicing professionals and broad educational opportunities for the adult part-time student. These objectives necessitate depth and quality in the participating disciplines and strong support from the fundamental disciplines of the arts and sciences.

The institution's primary service area is Virginia, with most of its students coming from central Virginia. A number of disciplines, however, have a national and international student market and reputation. Continuing education is conducted as an extension of the primary functions of instruction and research. The objective is to establish the means by which the University can make its skills, knowledge, and talents useful in addressing the problems that face large population centers. From medicine to accounting to art, the appeal of the University to its students is centered in its broad span of disciplines. This appeal is enriched by 40 educational programs that are unique in the Commonwealth.

Extent of the Institution's Mix of Instruction, Research and Public Service

The University offers a balanced commitment to each of the three functions of instruction, research and public service. It is this balanced commitment which enables the University to disseminate to society the results of its scientific, cultural and professional inquiries. Research is defined as an inseparable component of the teaching-learning process. VCU ranks among the top 71 universities in the nation in federally funded research and development; 46th in medical science research; and 65th in life sciences research. In research productivity, VCU ranks second in the state. In 1983-84, sponsored programs totaled over \$32 million. Patient care, a mandatory segment of the teaching-learning process, is provided as a service role model for comprehensive health care at the Medi-

cal College of Virginia campus, which is the fourth largest health sciences complex in the nation. Similarly, other institutional service functions seek to identify and evaluate societal needs and to provide the appropriate response to satisfy these needs.

The Institution's Future Directions

Virginia Commonwealth University's future is directly related to the evolving needs of its service area and the attractiveness of its program offerings. Future modifications in program emphasis must accommodate the needs of the society of which it is a part. The concept of instruction, research and public service as inter-dependent components of a total system is crucial if the University is to provide the leadership to address critical societal problems. In response to society's needs, the University expects to enhance its research and graduate programs, broaden the opportunities for the adult learner, and strengthen the relevancy and quality of its undergraduate and professional curricula.

VIRGINIA COMMUNITY COLLEGE SYSTEM

History and Development of the System

The impetus for the establishment of the statewide system of community colleges in Virginia was a desire on the part of the Commonwealth to expand the educational opportunities available for citizens beyond high school. In the early 1960's, educational opportunities within the state were limited, because higher education programs were not available in some regions. In addition, the state was unable to meet the demand of new industries for skilled workers. The General Assembly, aware of these needs, established the Commission on Vocational and Technical Education in 1962. In 1964, the State Board of Technical Education and the Department of Technical Education were established to administer vocational and technical schools. Also in 1964, the Assembly appointed the Virginia Higher Education Study Commission with a mandate to examine the possible establishment of community colleges to fill a gap in Virginia's system of higher education.

In 1966, legislation created a Department of Community Colleges and a State Board for Community Colleges. The legislation provided for the creation and maintenance of a statewide system of comprehensive community colleges — the Virginia Community College System — with the State Board for Community Colleges responsible for the establishment and administration of all the community colleges within the system. In addition, local Community College Boards were established to act in an advisory capacity to the State Board. Several technical schools and university branches which existed in 1966, along with the addition of a number of new colleges, form the System which now exists. Each of the 23 community colleges located throughout Virginia serves a designated geographic region.

In 1977, the General Assembly passed a resolution changing the role of the State Board for Community Colleges from a board of a state agency to a governing board of a statewide institution of higher education.

The mission of the Virginia Community College System is to assure, as part of the statewide education community, that all individuals who can benefit through the development and extension of their skills and knowledge will be able to do so. To accomplish this mission, the VCCS provides quality programs and services that are financially and geographically accessible.

The 23 individual colleges are comprehensive, offering freshman and sophomore courses in the arts and sciences which may be acceptable for transfer to baccalaureate degree programs; diversified technical curricula including programs leading to the associate degree; occupational and technical education leading directly to employment; and courses in general and continuing education for adults. The principal emphasis of the System is occupational-technical education. Transfer, developmental, continuing education, and community service programs are integral parts of the mission.

These programs are supported by student development services. In addition, the VCCS responds to community needs by providing trained individuals for industry, business, professions, government and other educational institutions.

In the Fall 1985 quarter, the VCCS enrolled 108,495 students. In addition, there were 53,703 enrollments in non-credit community education courses during 1984-85.

Seventy-six percent of the community college students in Fall 1985 were enrolled part-time. Forty-one percent of the students attending community colleges were under 24 years old, 32 percent were between 25 and 34 years old, 18 percent were between 35 and 44, and nine percent were above age 45. About 58 percent of the students were female, and approximately 12 percent of the students were black. Many students attend community colleges to prepare for entry into baccalaureate degree programs or to seek job training. Increasing numbers of students



enroll initially as non-curricular students. Their goals are varied, but the majority attend community colleges to upgrade skills for a present job, to develop skills for a new job, or to explore careers; many also attend for general knowledge, as well as cultural and personal enrichment.

Transfer agreements with four-year institutions promote the successful transfer of students from the two-year colleges.

Purpose of the System

The purpose of the Virginia Community College System is to provide all citizens in the Commonwealth access to postsecondary educational opportunities



within commuting distance of their home or work and at a cost which most can afford. The modified open-door admissions policy ensures that all citizens who can benefit from programs and services provided by the colleges will have the opportunity to do so.

Each community college participates, along with the senior colleges and universities, in one of six regional continuing education consortia. The consortia are committed to provide continuing education

opportunities and public service activities which meet the needs and interests of citizens in each region of the Commonwealth.

The continuing education and community service programs offered by the community colleges are varied. The continuing education programs include credit offerings, located in both on and off-campus facilities, which may be used for general educational improvement and which may meet the needs of such specific career groups as legal secretaries or bank employees. The off-campus courses enable the college to extend educational opportunities to local communities. Non-credit courses and seminars, which are self-supporting, provide learning experiences which are not available in traditional credit programs. College facilities and personnel are available to citizens of the service region for special events. In addition, community service programs are offered by the colleges throughout the year. These programs are intended to provide educational and cultural opportunities for area residents. Art exhibits, lectures, workshops, conferences, festivals and fairs are examples of the numerous community service programs offered at community colleges.

Extent of the System's Mix of Instruction, Research and Public Service

Quality instruction at a reasonable cost and public service programs which meet the educational needs of the localities served are emphasized over research at community colleges. Eight programs which lead to Associate in Arts, Associate in Science, or Associate in Arts and Sciences degrees are offered as college transfer programs. Approximately 225 occupational-technical programs lead to the Associate in Applied Science degree or to certificates and diplomas. The occupational-technical programs include the following major curricular areas: agricultural and natural resource technology, arts and design technology, business technology, engineering/industrial technology, health technology, and public service technology.

Community service programs are specifically designed to meet the educational and cultural needs of the local community. Basic emergency medical technician courses, real estate examinations, seminars for women, health fairs, energy conservation seminars, English as a second language, and communication with the deaf are examples of only a few of the various community service programs offered statewide by the community colleges.

The System's Future Directions

The growth and development of the Community College System since its inception in 1966 has enabled Virginia to make great strides toward increasing access to educational opportunities for citizens throughout the state. At the same time, the System has served the economic development of the state by training or retraining students who aid the state's economy by taking or returning to jobs in their local communities.

The Virginia Community College System will continue, within the scope of its mission, to provide access to citizens throughout Virginia to the educational opportunities which best meet their needs. The System expects to continue serving a diverse student body.

Programs and services will vary to meet the different educational needs of students attending community colleges. To keep abreast of the statewide manpower needs of business, industry, government, and the professions, colleges will continue to modify, add, or delete the occupational-technical programs which are offered. The demand for instruction at locations throughout the service regions of the colleges will increase and community colleges will strive to make more effective use of community resources.

VIRGINIA MILITARY INSTITUTE

Lexington

History and Development of the Institution

The Virginia Military Institute was founded in 1839 as the nation's first state military college. It is now the last classic military college in the nation.

VMI cadets constitute a military corps, with the Governor as commander-in-chief. VMI offers a unique learning environment, the product of more than 145 years of educating citizen-soldiers, young men prepared for leadership roles in society and for military leadership in time of national need.

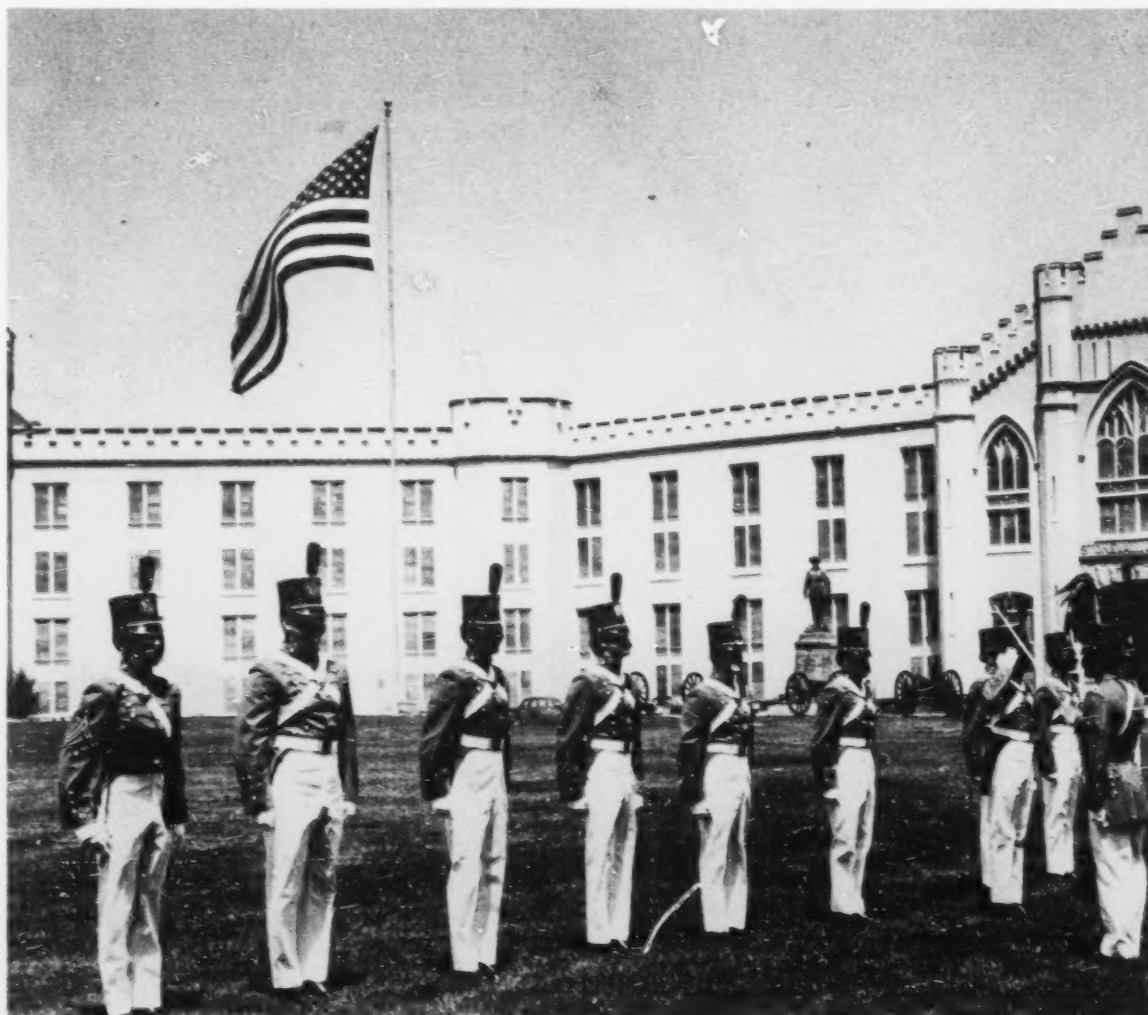
VMI is a fully accredited, state-supported four-year undergraduate military college for men. Approximately 55 percent of the cadets are residents of the Commonwealth, and all Virginia applicants who are academically and physically qualified are accepted for admission.

Academic majors at VMI lead to a Bachelor of Arts or Bachelor of Science degree in the general fields of engineering, liberal arts, and science. In addition, all cadets must complete Reserve Officers Training Corps programs established and maintained by the U.S. Department of Defense. Successful completion of the programs earns graduates armed forces commissions which must be accepted with an obligation for various combinations of active and reserve duty.

Purpose of the Institution

The primary purpose of Virginia Military Institute is the thorough education of young men within a framework of military discipline. It is a purpose unchanged from that set by the founders, who said: "The military feature, though essential to its discipline, is not primary in the Institute's scheme of education."

In essence, VMI's purpose is to combine the academic work of a full college curriculum and the regimen of military discipline. The military atmosphere contributes to the Institute's philosophy of a broad





and sound education and teaches self-reliance and self-discipline.

In order to emphasize the whole man, extracurricular activities are stressed. Programs ensure physical well-being for those not engaged in intercollegiate athletics, and club activities are limited only by the imagination and interests of the cadets.

Virginia Military Institute encourages applications from qualified male Virginia high school graduates as well as from young men throughout the other 49 states and the U. S. territories. Qualified foreign male students are accepted.

Extent of the Institution's Mix of Instruction, Research and Public Service

VMI gives academic instruction at the undergraduate level in 11 degree programs in economics, English, history, modern languages, mathematics, biology, chemistry, physics, civil engineering, electrical engineering and mechanical engineering. All cadets must choose an officer training program associated with the Army, Navy, Marine Corps, or Air Force ROTC. Successful completion of the VMI program enables graduates to enter many civilian professions, or the armed forces, or to continue their education at graduate, medical and other professional schools.

The VMI Research Laboratories is the research arm of VMI for administering grants and contracts. The Laboratories' annual research volume exceeds \$175,000; about one-fifth of the faculty plus a number of cadets are involved in studies sponsored by state, federal and private grants.

As part of its public service commitment, VMI provides many academic, athletic, recreational, and physical training programs and facilities to the community. Through its continuing education program, all who are qualified are offered the opportunity to take courses for credit in the Summer Session and in the Evening College. Non-credit short-term courses and seminars are held annually for specific interest groups. Numerous cultural programs give support to VMI's academic efforts and, because they are open to the public, add substantially to the Institute's community service. Faculty and staff members serve on many state boards, community boards and committees.

The Institution's Future Directions

Believing that the uniqueness of the Virginia Military Institute lies, in part, in the close relationship which exists between instructor and cadet, VMI limits its enrollment. There are no plans to enlarge the Corps to such an extent as to impair the effectiveness of the VMI academic and training programs.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg

History and Development of the Institution

Virginia Tech was founded in 1872 as a land-grant college under the provisions of the federal Morrill Act. The historic legislation provided that the endowment funds from the sale of public lands should help support a college in each state for the teaching of the agricultural and mechanical arts and sciences, and all scientific and cultural studies related to "the liberal and practical education of the industrial class in the several pursuits and professions of life."

Located on some 2,300 acres on a plateau between the Blue Ridge and Allegheny Mountains, its campus is strikingly beautiful. It is a friendly, attractive community, a residential institution in a large rural setting, as committed to effective undergraduate teaching as to advanced study and research. Virginia Tech's undergraduate colleges are Agriculture and Life Sciences, Architecture and Urban Studies, Arts and Sciences, Business, Education, Engineering, and Human Resources. All have extensive graduate programs coordinated through the Graduate School. The College of Veterinary Medicine offers only graduate work. The University has evolved into the largest of Virginia's two comprehensive doctoral-granting research universities.

More than 13,000 applications are received each year for a freshman class of approximately 4,000. The research programs, focused on the advancement of scientific knowledge, are supported by nearly \$55 million in state, federal, corporate and other external funds. The University also has a broad network of extension offices in the counties and many of the cities throughout the state to provide information and otherwise assist citizens.

The Morrill Act incorporated three fundamental concepts, revolutionary at the time but now basic to the national system of land-grant universities: (1) that higher learning should be made available to talented men and women regardless of economic class or con-

dition; (2) that inquiry and instruction should be directed toward the end of knowledge for its own sake, as well as toward knowledge applied for the benefit of all; and (3) that the results of scientific inquiry should be immediately and broadly disseminated throughout society.

The distinctive character of the University has been further shaped by subsequent federal legislation, particularly the Hatch Act (1877) which established a network of agricultural experiment stations, and the Smith-Lever Act (1914) which created a Federal Extension Service in the U. S. Department of Agriculture. These principles were reinforced by the General Assembly in 1966 with the establishment of the Research and Extension divisions as statutory agencies of the Commonwealth.

Purpose of the Institution

The following statement has been developed by the faculty and approved by the Board of Visitors relative to the future development of the University:

Virginia Polytechnic Institute and State University is a publicly supported land-grant institution, charged with responsibility for carrying out programs in teaching, research and extension primarily for the benefit of the people of Virginia . . . The University strives for excellence in fulfilling all three missions of a comprehensive land-grant institution. Achievement of these goals depends on concentrating efforts on those activities that the University is uniquely qualified to pursue, and on effectively planning and adapting programs in teaching, research, and extension to the changing needs of society and to the University's evolving capabilities . . . Deserving high priority among the University's aims are attraction of the best potential students and increased emphasis on recruiting and developing faculty of the highest quality. Also crucial are enhancement of the



intellectual atmosphere, continued improvement in instruction and extension programs, vigorous support of research and graduate studies, maintenance of critical standards in all areas, and provision of adequate support services.

Extent of the Institution's Mix of Instruction, Research and Public Service

Virginia Tech is fully committed to the three primary missions: instruction, research and public service. More than half of the University's budget is allocated for instruction with the remainder divided between research and public service.



The Institution's Future Directions

The University believes that Virginia will be best served in coming decades if its energies and resources are focused principally on strengthening the quality and availability of all of its programs. This conclusion has four consequences: (1) qualitative improvement to the point of excellence in the University's instructional, research and extension programs must remain a primary goal; (2) thoughtful and continuing evaluation leading to decisions to initiate, eliminate, or strengthen specific programs in response to the changing needs of the Commonwealth is essential; (3) continuous encouragement of its component divisions to evaluate their respective missions and ensure that their purposes are compatible with the overall goals of the University is necessary to guarantee quality; (4) development of the University's research and graduate programs in modern



technological and scientific fields will be enhanced throughout the Commonwealth, in order to contribute more effectively to the state's industrial development efforts.

Virginia Tech's progress in recent years in strengthening the arts and humanities, as well as science and technology, offers convincing evidence of the appropriateness and validity of these future directions. The adoption of a core curriculum, required of all students, broadens student perspectives. The widespread utilization of computers and other sophisticated equipment has had significant impact on both teaching and research.

The University intends to continue its admission policy of giving Virginia students a high priority for its freshman and transfer positions and to make every effort to attract a much higher proportion of qualified

minority Virginia students. It will continue to maintain extension offices and research stations throughout the Commonwealth and offer off-campus programs where needed, in cooperation with localities, the State Council of Higher Education, or the regional consortia for continuing education.

The developing corporate research center on the campus and Virginia Tech's leadership role in the Virginia Center for Innovative Technology will further strengthen the research programs. Research to benefit the economic and industrial development of the Commonwealth and the nation will continue to be a vital aspect of the University's mission. Continued strengthening of international programs involving instruction, research and extension also is increasingly important to both the University and the Commonwealth.

VIRGINIA STATE UNIVERSITY

Petersburg

History and Development of the Institution

Virginia State University was founded on March 6, 1882, as the Virginia Normal and Collegiate Institute. Delegate Alfred W. Harris, a black attorney who represented Dinwiddie County in the General Assembly, sponsored the legislation that created the coeducational institution. The Act of Incorporation stipulated "that the Institute shall conduct a college, and such professional departments as deemed wise by the Board of Visitors; that the curriculum in the college department shall include the higher mathematics and classics; and the Institute shall organize a normal department not to exceed three years in length." The institution was originally intended to provide educational opportunities to black Virginians. Today, it provides equal opportunity to all races for study and employment.

On May 20, 1887, the General Assembly standardized the curricula of the normal and collegiate courses. On March 29, 1902, in an amendment to its 1887 action, the General Assembly eliminated the college department and changed the name of the institution from Virginia Normal and Collegiate Institute to Virginia Normal and Industrial Institute. From 1872 to 1920, Virginia supported two land grant institutions of higher education — a state school, Virginia Polytechnic Institute, and a private school, Hampton Institute. In 1920, the land-grant role was transferred from Hampton Institute to Virginia Normal and Industrial Institute. The Board of Visitors restored the college department in 1922 and, by legislative enactment in 1930, had the name changed from Virginia Normal and Industrial Institute to Virginia State College for Negroes. The name of the institution was changed in 1946 to Virginia State College, and to Virginia State University in 1979.

The University consists of seven schools: Agriculture and Applied Sciences, Business, Education, Humanities and Social Sciences, Natural Sciences, Continuing

Education, and Graduate Studies. The institution currently offers 44 bachelor's degree programs, 25 master's degree programs, and the post-master's advanced certificate program. The University has agreements with J. Sargeant Reynolds and John Tyler community colleges to transfer programs in engineering technology and nursing. It cooperates with Virginia Commonwealth University in health education and Master of Interdisciplinary Studies programs. It also cooperates with Old Dominion University in a five-year mathematics/engineering degree program.

The programs and services of the University are responsive to an open admissions policy, and the University has strategies which serve the needs of three distinct categories of students: (a) those who can move at an accelerated academic pace, (b) those who will achieve maximum success if they move at a normal pace, and (c) those who will need to extend their college study owing to deficiencies in prior preparation.

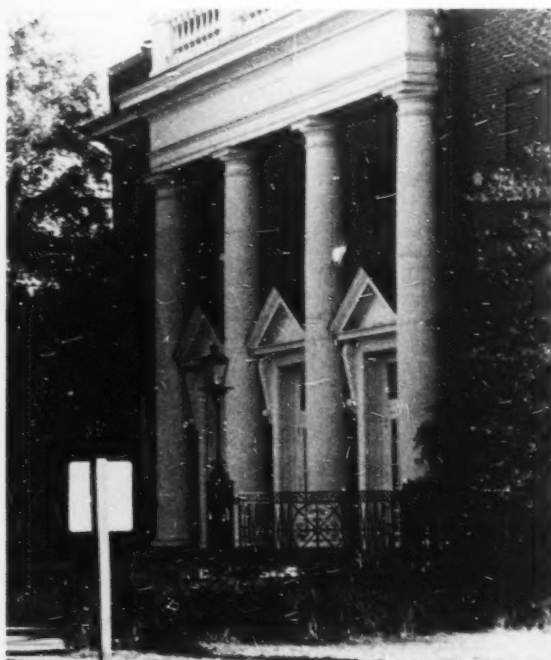
Purpose of the institution

The mission of Virginia State University, one of the state's two land-grant institutions, is to promote and sustain academic programs that integrate instruction, research and extension-public service in a design most responsive to the needs and endeavors of individuals and groups within its scope of influence. The University serves students who live on campus and those who commute; approximately 85 percent of its students are residents of Virginia. The primary service areas of the University are southside and central Virginia; however, students matriculate from throughout the state, other states, and approximately 20 foreign countries.

Extensive continuing education activities are offered through an Evening Program, a Weekend Program, an Off-Campus Program, summer sessions and non-traditional degree programs. Also, non-credit educational



experiences are provided through conferences, workshops, short courses, seminars and special programs. The University has a commitment to extend its research, instructional and service resources to meet the educational needs of the broader community, to meet the personal growth needs of individuals, and to provide learning experiences for persons engaged in the professions or working in industry, business or the public sector.



Extent of the Institution's Mix of Instruction, Research and Public Service

The primary emphasis at Virginia State University is instruction, with a focus on research and public service activities through the institution's land-grant relationships, the Division of Research and Development, and the School of Continuing Education.

The University engages in research and in the resolution of problems facing society. For these purposes, it annually obtains external funding exceeding \$4.7 million.

Virginia State University is a moderate-sized, comprehensive institution which fosters close educational relationships with its alumni, friends, faculty, staff and students. The University motivates students to pursue self-directed learning, offers traditional and non-traditional educational programs, helps residents acquire skills necessary to improve conditions in rural communities, and establishes and maintains relationships with lesser-developed countries. The University has highly developed initiatives that introduce students to the world of work through on-campus and off-campus employment in both the public and private sectors.

The Institution's Future Directions

Virginia State University's future is inextricably associated with the educational, economic, cultural, and social development of southside Virginia and the state, nation and world. The University will enter the

decade of the 1990's with a focus on new and innovative degree programs in Hotel Restaurant Management, Food Marketing/Food Industry Management, Public Administration, Nursing, International Studies, Computer Science, and Engineering Technology. The International Studies Program will augment existing traditional programs, such as business, foreign languages and political science. The development of a postbaccalaureate degree in business administration will provide opportunities for graduates of baccalaureate programs to serve the business and professional communities. The University will continue its strong traditional land-grant functions and programs in the liberal arts, sciences and education. It will likely propose offering doctoral-level programs which provide opportunities for additional preparation and licensure in the professions, business, industry, engineering technology, human services, and nursing.



INSTITUTIONAL NARRATIVES- INDEPENDENT INSTITUTIONS

The Council of Higher Education has had a cooperative, productive relationship with Virginia's independent colleges and universities for the last 12 years. Among its duties, the Council administers a tuition aid program to reduce the tuition gap between public and independent colleges; the program helps provide Virginia students greater freedom of choice in selecting an institution. The Council also has a Private College Advisory Committee as one of its standing committees. The 1975 General Assembly enacted legislation establishing the Committee. The General Assembly also mandated the Council to provide advisory services to private institutions.

The Council's interaction with the independent colleges and universities will become increasingly important in the years ahead. As enrollments cease to increase rapidly and resources become more limited, it will be apparent that what happens in one segment of higher education ultimately affects the other segments. The Council believes that this will increase the interdependence of the colleges and universities within the state's total system of higher education.

AVERETT COLLEGE

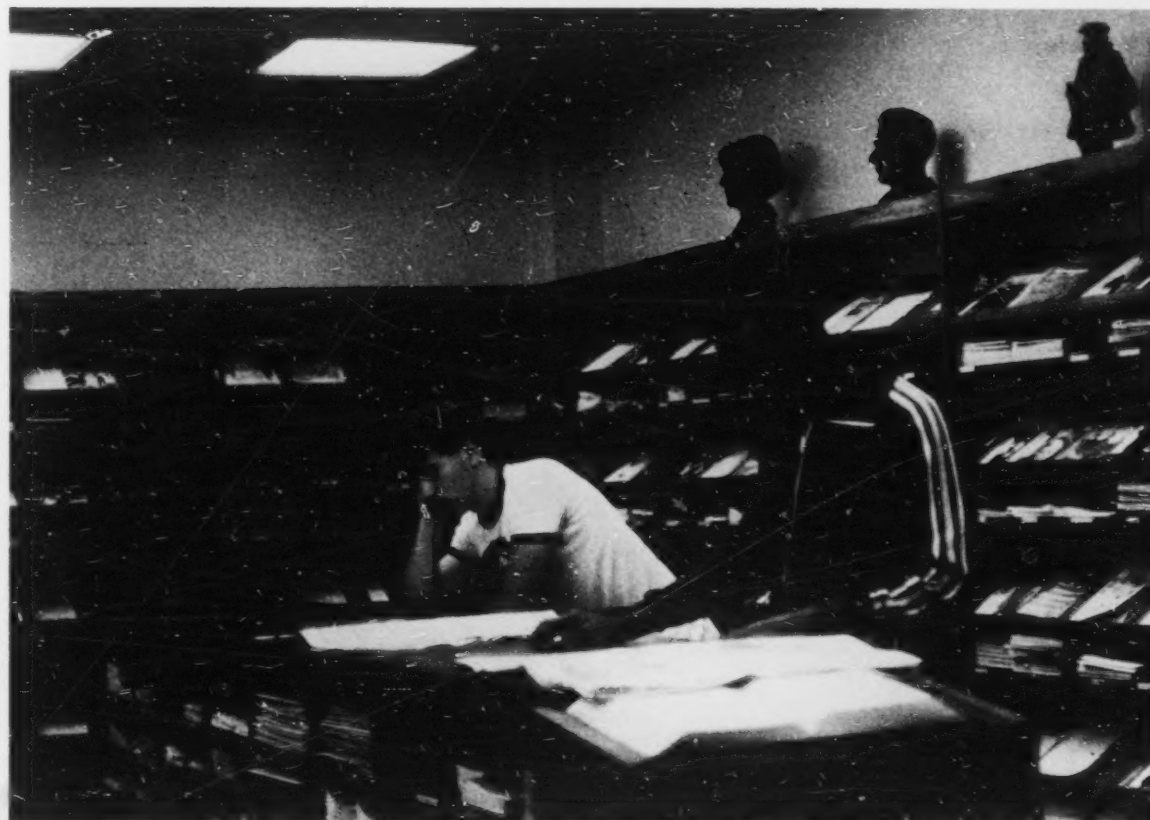
Danville

Chartered in 1859, Averett is a coeducational college of arts and sciences affiliated with the Baptist General Association of Virginia. The institution received its first accreditation as a junior college in 1917 and undertook a major reorganization in 1968 when it added a four-year baccalaureate degree program and became coeducational. Its first baccalaureate degrees were awarded in the spring of 1971. Graduate-level offerings were begun in 1978, with courses leading to the Master of Education degree in the areas of early childhood education, middle grades education, and reading education. Courses for a Master of Business Administration degree were begun in 1983, and the first of these degrees should be awarded in the spring of 1986.

The curricular philosophy of Averett College has emphasized the blending of the liberal arts with career preparation. At the baccalaureate level, in addition to traditional majors in the arts and sciences, and education, business and social work, unique programs in the curriculum include the business administration/aviation major, majors in equestrian studies, and a baccalaureate completion program for registered nurses. As an option to traditional majors, students may design their own major or elect a liberal studies major.

While research and scholarly activities are encouraged, Averett selects faculty who place primary emphasis on teaching. Averett's academic program is oriented toward the community. Not only does the college serve as an education cultural center for the local community and surrounding area, but it has increased its outreach programs by the development of non-traditional degree programming and by offering more courses at off-campus sites to accommodate commuting students.

For the next decade the primary academic development of the college will be in strengthening the existing programs. Attention will be given to improving



coordination with community and junior colleges and to the exploration of cooperative ventures with other institutions in the state to meet special needs in the community. In response to denominational requests, the College will explore ways to increase off-campus activity.

Approximately 45 percent of the total enrollment of 953 (1985) students reside on campus and nearly 45 percent are male. Almost 80 percent of Averett's students come from Virginia. The student body is diverse, representing a broad socio-economic and cultural base.

BLUEFIELD COLLEGE

Bluefield

Bluefield College, a private, coeducational four-year liberal arts college, is located in Bluefield, a city of 6,700 in southwestern Virginia. Founded in 1922, the College is supported by the Baptist churches of Virginia. Nevertheless, the College is composed of students from many denominations and faiths.

Hallmarks of Bluefield College are academic quality, individual faculty attention, a friendly campus atmosphere, a Christ-centered student life, and an attractive Appalachian mountain campus.

Traditionally, the cost to attend Bluefield College has been one of the lowest among private colleges in Virginia. The tuition fee is one of the lowest of any liberal arts college in the southeast United States. Typically more than 90 percent of the freshman class receive financial aid, averaging about \$1,000 a year.

Bluefield College offers numerous bachelor and associate degree programs and is accredited by the Southern Association of Colleges and Schools. Associate degree programs are offered in liberal arts, fine and applied arts, education, several medical specializations, and engineering. Bachelor degree programs are available in business, education, physical education, behavioral science, fine arts, biblical languages, English, history, interdisciplinary studies, psychology, religion and philosophy, biology, chemistry, general science, mathematics and social studies. Secondary education courses are offered in a number of areas for students seeking teacher certification.

With an enrollment of 400 students, professors know students by name. The single most important aspect of faculty-student life at Bluefield College is the dedication of the faculty to the success of the individual student. Average class sizes of between 10 and 30 students encourage interchange between professor and student.



College facilities include 10 buildings on an 85-acre campus. The Easley Library contains over 45,000 volumes and receives over 150 periodicals. The computer laboratory provides a microcomputer for every 12 students. On-campus housing is available for all students, and over 50 percent of the student population stay in residence halls.

In athletics, Bluefield College is invariably a top-ranked member of the National Little College Athletic Association. The intercollegiate athletic program offers three sports for men, and two for women. A comprehensive intramural sports program serves the entire student body.

BRIDGEWATER COLLEGE

Bridgewater

Bridgewater College, located in the Shenandoah Valley, is an independent liberal arts college with a long tradition of academic excellence. Founded by a leader in the Church of the Brethren, the college maintains its Christian orientation and a mutually supportive relationship with the church, offering a strong academic curriculum. Today, Bridgewater College enrolls approximately 750 men and women representing many states and foreign countries. Virginia's first coeducational liberal arts college, Bridgewater offers its students unique opportunities for a variety of educational experiences.



Experiential learning with a strong basis in the liberal arts is the key to a Bridgewater education. An internship program encourages students to explore career options and to experience first hand the day-to-day realities of the work place. A three-week inter-term in late winter allows students to choose among widely varied learning experiences and to concentrate on subjects of particular interest. A dual-degree program in forestry is offered in cooperation with Duke University. A five-year dual-degree program in engineering is offered in cooperation with Georgia Institute of Technology. Students who complete Bridgewater's program in teacher education are eligible for certification to teach in more than 30 states. Honors and independent study programs provide unlimited opportunities for students to range beyond the specified course curriculum.

The curriculum is divided into three major parts, each with its own requirements and objectives: general education, a field of concentration and elective courses. The general education courses are designed to ensure that students acquire an understanding of people and their cultural, social and natural environments. Fields of concentration courses provide depth and breadth of study in a major area. Elective studies increase skills and understanding in and beyond the major field, meet avocational interests and fulfill requirements for graduate and professional schools.

The college strives to promote broad intellectual experiences as well as proficiency in specific subject fields. A primary academic objective is a comprehensive appreciation of the social sciences, the humanities and the natural sciences. Bridgewater endeavors to give its graduates a strong basis from which to choose and prepare for specific careers and productive lives.

CBN UNIVERSITY

Virginia Beach

CBN University was incorporated in 1977 as a non-profit educational corporation and in July 1979 received approval to grant the master's degree. The University is a candidate for accreditation by the Southern Association of Colleges and Schools.

The CBN University campus includes 200 acres near the eastern terminus of Interstate 64 and Indian River Road. It adjoins the International Communications Center of the Christian Broadcasting Network, founded in 1961 by Dr. M. G. (Pat) Robertson, who is also founder and chancellor of the University.

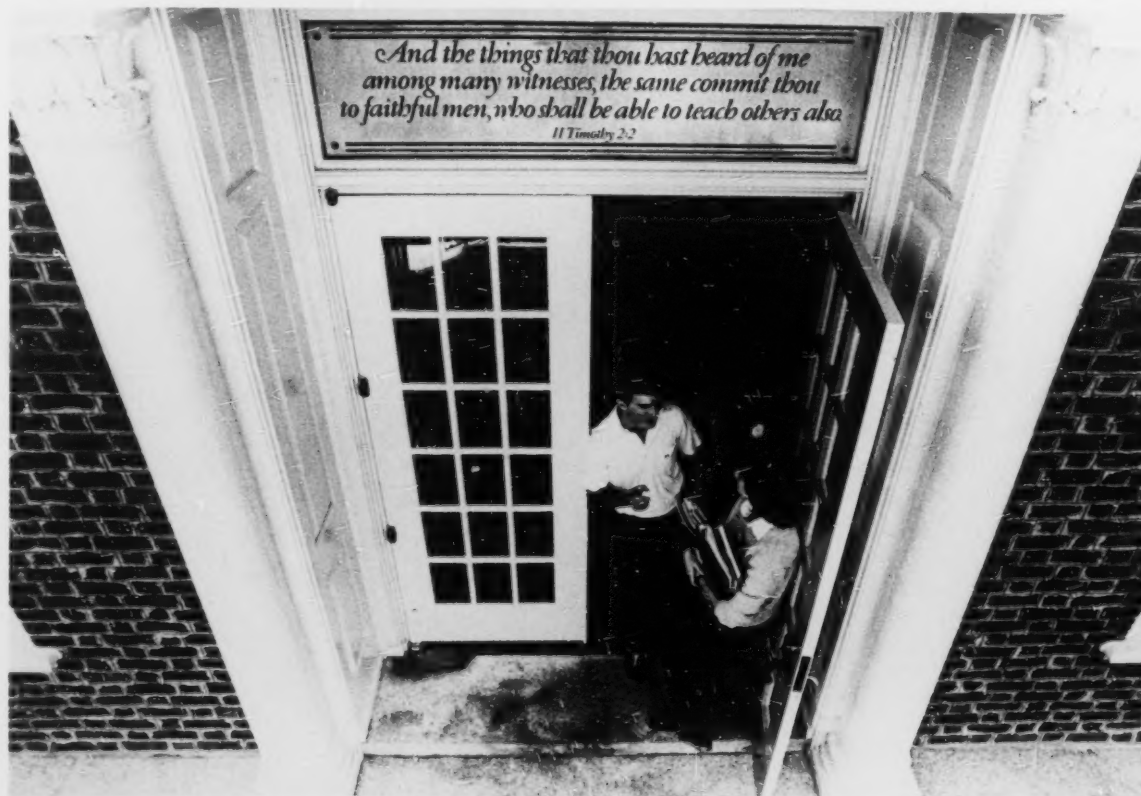
Dr. Robertson explains that "CBN University was formed to be an institution of the highest intellectual standards, but with a transcending purpose to glorify God and His Son, Jesus Christ. Individuals who are both outstanding scholars in their own fields and who are also mature in the knowledge of God and His ways make up our faculty. Students are chosen on the basis of outstanding academic qualifications and their desire to use the skills and knowledge acquired at the University to glorify Jesus Christ and to change their world."

CBN University presently includes graduate schools of Biblical Studies, Business Administration, Communication, Education, Public Policy and an Institute of Journalism. A master plan for the university projects the addition of several graduate schools and an eventual enrollment of 3,500 students, including many international students. On-campus enrollment in Fall 1985 was 715.

In March 1984, CBN dedicated a 152,000 square-foot library and classroom building to house four graduate schools and a library with capacity for 600,000 bound volumes and one million microforms. This is one of the most sophisticated library-research facilities in the nation: fully computerized and linked to a network of over 6,000 libraries in North America, with access to 100 data bases across the country. The new

facility provides the resources and technology to support the large number of graduate students expected in the future. Another office and classroom building is expected to be ready for use in Fall 1986.

The faculty of CBN University are scholars who hold the highest degrees in their disciplines and have experience commensurate with their academic training.



CHRISTENDOM COLLEGE

Front Royal

Christendom is a four-year Catholic liberal arts college founded in 1977 by lay Catholic educators. The College offers students a curriculum centered on the truths of Divine Revelation as taught by the Catholic Church, and the truths of natural reason derived from the natural law and human experience. The curriculum integrates the knowledge acquired from these sources. The College fosters in its students a commitment to the lay apostolate, that is, the task of transforming the social order in Christ.

Christendom College grants the Associate of Arts in liberal studies, and the Bachelor of Arts in the following fields: English, French, history, philosophy, political science, theology, and interdisciplinary studies. Students are invited to participate in two career orientation programs in teaching and politics. These programs give the student hands-on experience directed by practitioners in these fields.

Students are drawn from around the United States. Two-thirds come from beyond the Maryland-Virginia area. The college now has 123 students living on a 77-acre campus bounded on the west by the Shenandoah River and on the east by the Blue Ridge Mountains. A vigorous financial aid program of work-study, loans and grants attracts students who otherwise could not afford private education.



EASTERN MENNONITE COLLEGE

Harrisonburg



Eastern Mennonite College is a liberal arts college of the Mennonite Church. The College offers both Bachelor of Arts and Bachelor of Science degrees as well as two-year associate degrees. Professional and pre-professional programs are emphasized. Two-year associate degrees also are awarded.

The seminary arm of the College offers the Master of Divinity, Master of Arts in Church Ministries and the Master of Arts in Religion degrees.

Eastern Mennonite College serves the Mennonite Church and the broader Christian community, both by providing persons who will, through teaching and example, assist the church in the pursuit of its mission and meaning, and by demonstrating responsible stewardship in receiving and offering its material resources. In addition, EMC strives to guide students



through academic disciplines which will enhance their abilities to read critically, think clearly, communicate effectively, and inquire persistently; and which will instill attitudes and habits for life-long, self-directed learning.

The College attempts to use its resources to educate students who will, in turn, use their resources to improve the welfare of all humankind by working toward world peace, just social structures and equality of access to the basic human necessities for life and dignity.

The College does not anticipate major changes in curriculum or program offerings. Recent changes have included the introduction of the computer information systems major in the business department and the addition of special education in the education

department. The largest majors are nursing, biology and premed, business and teacher education.

The College will continue to strengthen its liberal arts and humanities emphasis for all students. A new requirement is that all students spend a part of their college experience living and studying in another culture. Off-campus study programs are located in the Middle East, Latin America, Europe, Costa Rica and Washington, D.C. Summer seminars are offered in and outside the United States.

The major future emphasis will be on program quality, a professionally developing faculty, and adequate facilities and equipment for all programs.

EASTERN VIRGINIA MEDICAL SCHOOL OF THE EASTERN VIRGINIA MEDICAL AUTHORITY

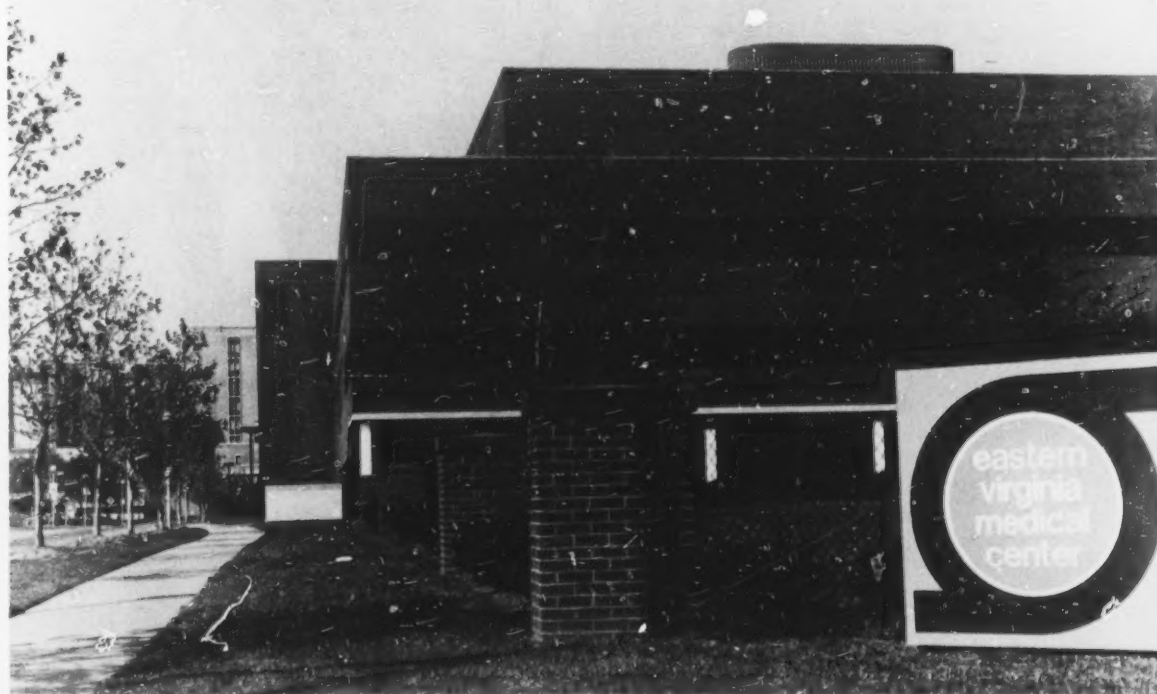
Norfolk

In 1964 the General Assembly created the Norfolk Area Medical Authority as the body responsible for the development of the Eastern Virginia Medical School. In 1975 the General Assembly changed the name of the Authority to the Eastern Virginia Medical Authority to reflect more accurately the regional support for the Eastern Virginia Medical School. The EVMS operates a regional, community-based medical education system using both private and public support and the resources of the community to forward its educational activities.

The major aim of EVMS is to produce scientifically able, compassionate practitioners with a major emphasis in primary care. The Medical School was established as a three-calendar year program leading to a Doctor of Medicine degree; conversion to a four-calendar year program began July 1983. All succeeding classes utilize the four-year curriculum. At present there are about 97 students per class. This number represents the most efficient class size for the medical school.

The Medical School also provides continuing medical education programs for physicians in eastern Virginia. The Eastern Virginia Inter-Hospital Medical Education Committee (EVIMEC) provides continuing health education programs for staff members of the 28 area hospitals now affiliated with EVIMEC. The Medical School does not plan to own or operate a hospital but, acting in partnership with the communities of Eastern Virginia, will develop further the existing clinical educational and service programs in the area.

In 1978 the Eastern Virginia Medical Authority was granted permission to offer master's and Ph.D. degrees as well as a joint program in clinical psychology (Psy.D.). The joint program is offered by the College of William and Mary, Old Dominion University and the Eastern Virginia Authority in association with Norfolk State University.



A similar joint program at the Ph.D. level in biomedical sciences, using the resources of Old Dominion University and the Eastern Virginia Medical Authority, began in July 1979. The Authority also offers a Master of Science program in Art Therapy and provides training sites for psychology interns.

In 1974 the Medical Authority organized the Eastern Virginia Graduate School of Medicine to oversee the post-M.D. residency training programs in the asso-

ciated hospitals in eastern Virginia. The Graduate School of Medicine now operates 17 different programs in 14 regional hospitals.

Currently over 750 members of the community have appointments to the faculty of the Eastern Virginia Medical School and are involved in curriculum development and its implementation at all levels of the medical education continuum.

EMORY & HENRY COLLEGE

Emory

Emory and Henry College is a coeducational, liberal arts college granting the Bachelor of Arts and Bachelor of Science degrees. The number of men and women students are approximately equal, with about three-fourths of the students living on the campus.

The College operates under a charter granted by the Commonwealth of Virginia on March 25, 1839, and since its founding it has been related to the Holston Conference of the United Methodist Church. It is the oldest educational institution in southwest Virginia and one of the few schools in the south which originally opened as a college and continued under its original name. Primary emphasis is on quality of instruction, with 80 percent of the teaching faculty holding earned doctorates. The location of the Col-

lege affords it an opportunity to serve a primarily rural region in providing cultural and library facilities, concerts, and theater, all of which are open to the public. In addition, the College involves its faculty and students in regional programs of field study and research.

The Bachelor of Arts and Bachelor of Science degrees may be earned in 21 disciplines or a variety of interdisciplinary programs involving the humanities, social sciences and sciences. Cooperative degree programs in engineering (with Tulane University and North Carolina State University), in forestry (with Duke University), and in medical technology are also offered. Cultural enrichment programs along with intercollegiate and intramural athletics and student-

oriented recreational activities, complement the academic environment. The College's programs in teacher preparation are accredited as "approved programs" by the Department of Education. This approval carries with it reciprocity agreements, through the National Association of State Directors of Teacher Education and Certification (NASDTEC) and through the Interstate Certification Contracts, with a total of 33 states.

Twenty-eight states and nine foreign countries are represented in the College's student body, with the largest number of students coming from Virginia, Tennessee and North Carolina. The College intends to remain small and residential.



FERRUM COLLEGE

Ferrum

Ferrum College, an accredited baccalaureate institution, started as Ferrum Training School in 1913. It offered elementary and secondary education and operated six branch schools in the Virginia mountains. A two-year college was added in 1926 and in 1955, Ferrum became exclusively a two-year junior college. Ferrum's accreditation as a four-year institution was awarded in 1976. Organized by the Methodist women, Ferrum continues to be associated with the Virginia United Methodist Conference.

A coeducational and residential liberal arts institution, Ferrum offers bachelor's degrees (B.A., B.S., and B.S.W.) and associate degrees (A.A.&S., A.F.A., and A.A.S.). Baccalaureate degree offerings cover 27 program areas including agriculture, biology, business enterprise, computer science, educational theatre, environmental science, fine arts, liberal studies, international studies, language resources for management, medical technology, psychology, public affairs and administration, recreation and leisure, religion/philosophy and social work.

Although the majority of Ferrum's 1,300 students come from Virginia, the College draws students from 23 other states and several foreign countries. Eighty-six percent of the students reside on campus.

Small classes and a student to faculty ratio of 17:1 mean students have an opportunity to form close relationships with their professors. Since most faculty and staff live on campus, they are able to provide personalized attention to the students, a distinguishing characteristic of the college.

Ferrum College also has a proud heritage of selfless community service and a strong interest in preserving the traditions and culture of the Blue Ridge region through the varied activities of the College's Blue Ridge Institute. Each fall over 30,000 people visit the 754-acre campus for the Blue Ridge Folklife Festival. In the summer, visitors to the Institute's reconstructed 1800's log farm learn about the daily life of the original settlers through living history programs.



HAMPDEN-SYDNEY COLLEGE

Hampden-Sydney

Hampden-Sydney, a four-year liberal arts college for men, has been in continuous operation since January 1776. The College is committed to the belief that liberal education provides the best foundation not only for a professional career but also for the challenges of life. In this regard, a student may choose to concentrate in any one of 28 majors within the areas of the humanities, social sciences, or natural sciences. The College offers the Bachelor of Arts and the Bachelor of Science degrees and prepares students for professional training in law, medicine, government, teaching, the ministry and other career fields.

Basic to the success of the College's program is the faculty, 90 percent of whom hold earned doctorates in their fields. The student to faculty ratio is 13:1, and the average class size is 20 to 25. While the College places primary emphasis on teaching skills, faculty research is encouraged as an aid to improving the quality of teaching.

About 55 percent of Hampden-Sydney's 800 students are from Virginia. The College actively recruits students from broader geographic, ethnic and cultural backgrounds.



HAMPTON UNIVERSITY

Hampton



Hampton University was founded in 1868 by Samuel Chapman Armstrong, a 27-year-old Union Brigadier General who sought to provide an "Education For Life" for newly-freed Negro men and women. It was one of the first coeducational colleges of its kind in the United States. A small, private, residential, coeducational liberal arts college, Hampton offers educational opportunities to qualified students regardless of race, color, creed, sex, or extent of handicap.

Under the university structure, instituted in 1984 by the Board of Trustees, Hampton University is divided into three areas — Hampton Institute, the Undergraduate College, the Graduate College and the College of Continuing Education. This new structure reflects the significant academic growth and diversity of the college as well as its never-ending commitment to educational excellence. The University offers baccalaureate degrees in 47 areas and the master's degree in 16 areas. It emphasizes the liberal arts, science, engineering, humanities, teacher education, architecture and nursing. Hampton University is one of only two colleges in the nation that has been licensed and

financed by the Federal Aviation Association (FAA) to offer a degree in Airway Science. The new fire science program, offered in the College of Continuing Education, is one of seven such programs available in the United States, and the only one of its kind in Virginia.

Hampton's faculty consists of 210 professors, 47 percent of whom hold earned doctorate degrees. Hampton's faculty is a diverse and dedicated group who come from across the United States and from around the world. A student to faculty ratio of 14:1 enables professors to build a rapport with their students and to develop academic programs geared toward individualized instruction. Because the faculty is required by contract to do research, they are able to provide students with a myriad of educational expertise.

Hampton's student enrollment was 4,140 in Fall 1985. These students are a unique, articulate and intelligent group. They rank among the best in the nation. Strong academic programs, a variety of extracurricular activities and a lovely campus attract outstanding students to Hampton University year after year.

HOLLINS COLLEGE

Hollins

Hollins challenges students and summons the best from them. Through the guidance of a faculty and administration committed to the total development of young women, Hollins provides four years of exploring potential, of achieving goals.

Virginia's first college for women, Hollins has continued to be a leader in liberal arts education. Majors in 41 fields, nationally-known programs in writing and psychology, computers used across the curriculum, and coed graduate programs create an academic environment that is diverse and contemporary.

Hollins' distinguished faculty -- 89 percent of whom hold the highest degree in their field -- teach classes which average 16 students. The student body numbers almost 1,000 and represents 39 states and 12 countries.

One particular strength of Hollins is an emphasis on leadership. Through student government and workshops in leadership training, Hollins students gain confidence in their abilities to succeed, a confidence reinforced by positive classroom experiences and career-life planning.

The Hollins calendar, a 4-1-4 plan, features two 12-week terms and a month-long Short Term in January. During Short Term, students gain valuable job experience through career internships, participate in a study-travel program, or elect to take one intensive course on campus. The campus extends to Paris and London. Each year almost 100 students study and live abroad.

Hollins's 450-acre campus is located in Roanoke, the medical, commercial and business center of southwestern Virginia.



INSTITUTE OF TEXTILE TECHNOLOGY

Charlottesville

The Institute was founded in 1944 by a group of textile industry leaders. These executives recognized a need for individual firms to join forces and establish a private institution designed to help the textile industry meet the changes confronting it. The primary functions of this institution were to be graduate education and research.

Over the years since its founding, the purpose of the Institute has remained essentially unchanged: to provide the United States textile industry with highly competent graduates to manage its textile operations and to conduct textile research and information programs that support the graduate education program.

A career in textile management requires a solid background in textile technology that must be complemented by management and communication skills and the ability to assess rapidly changing technology. The graduate program at the Institute of Textile Technology is designed to provide what will be needed to succeed in a leadership career in this industry — to meet the challenges of the 1990's and beyond.

The common denominators for students entering the program are a sincere interest in the textile industry, intellectual ability and leadership potential. Their educational backgrounds are diverse. Although many students arrive with degrees in textiles, ITT also welcomes applications from students with degrees in the physical sciences, business administration, mathematics and the social sciences.

ITT's graduate program is unique in many ways. Class size is small — typically fifteen or fewer students — and close student-faculty relationships are developed. The program provides intense interaction with the leaders, concerns and technology of the industry; participation in state-of-the-art research; and access to the nation's largest collection of textile literature.

Each graduate student receives a generous, non-service fellowship for the nine-month academic year



and also is compensated for the three-month plant project typically conducted during the summer. In addition, all tuition and fees are paid from Institute funds. The tuition-paid program, fellowship grant, and summer income provide some financial independence and allow students to devote more time and effort to graduate education.

Like the industry it serves, the Institute of Textile Technology graduate program offers unique opportunities and some formidable challenges. The key to making the most of the opportunities and meeting the challenges is commitment — both individual and institutional. If a student is willing to make that commitment, the Institute and its graduate program will help develop the knowledge, skills and experience required to become a leader in this dynamic industry.

LIBERTY UNIVERSITY

Lynchburg



Liberty University, founded in 1971, is a comprehensive, coeducational institution committed to serious scholarship at the undergraduate and graduate levels. Liberty University is divided into one college and five schools — The College of Arts and Sciences and the Schools of Religion, Education, Communications, Business and Government, and the School of Life-Long Learning.

The Schools of Religion and Education offer, in addition to accredited bachelor of science degrees, accredited master's level programs, including the master of education in educational administration, the master of divinity and the master of religious education.

The University offers a variety of programs and over 75 majors in an environment that emphasizes scholarship and fundamental Christianity. The curriculum is designed to prepare individuals to serve in a changing world and still maintain values that are basic to successful living.

The enrollment has steadily increased from 154 in 1971 to 5,930 in Fall 1985. Students come from all 50 states and 34 foreign countries. Placement for graduates has been very successful in all fields throughout the United States.

The campus, located on Liberty Mountain in the foothills of the Blue Ridge Mountains, covers 4,400 acres. The lower campus where the existing buildings are located covers 168 acres and currently has 47 buildings, including six classroom buildings and 27 dormitories.

As a result of Project Liberty, a \$12 million building campaign, Liberty University recently added 4 three-story dormitories; a cafeteria addition; the Arthur DeMoss Learning Center, a 113,400 square foot academic/student union/library complex; the Hancock Athletic Center; and an indoor Olympic-size swimming pool. Plans are underway to develop an aquatorium; a student life center; a convocation center; a stadium and two major entrances and exits to campus.

LYNCHBURG COLLEGE

Lynchburg

Lynchburg College is a private, coeducational, senior liberal arts college historically related to the Christian Church (Disciples of Christ). Located in the city of Lynchburg in the foothills of the Blue Ridge Mountains, the College was founded in 1903 as Virginia Christian College, and in 1919 became Lynchburg College.

The purpose of Lynchburg College is to provide the opportunity for liberal education. Its primary emphasis is on intellectual discipline and intellectual growth. The College is primarily a residential undergraduate institution offering general education in the arts and sciences. Over 50 majors are offered leading to Bachelor of Arts or Bachelor of Science degrees. Each academic discipline falls into one of six divisions or the School of Business.

The College also has graduate studies programs leading to Master of Education, Master of Administration, Master of Business Administration and Master of Science degrees.

In January 1986, an "electronic classroom" opened at the College, televising classes in graduate engineering programs from the University of Virginia and Virginia Polytechnic Institute and State University.

Undergraduate enrollment at Lynchburg College is approximately 1,500 and graduate enrollment averages 500. Students come from a wide geographic area including approximately 24 states and 15 foreign countries. Sixty-two percent of the 125 full-time faculty members at the College hold doctorates, and 21 percent of the 33 part-time faculty hold doctorates. Teaching is the primary responsibility of faculty members, although research, writing and community service are encouraged.

Two gently rolling, tree-lined hills overlooking College Lake form a 214-acre campus. The buildings are primarily of Georgian Colonial design, and most are newly constructed or recently remodeled.



Lynchburg College expects to remain a small college offering students a personalized education with instruction coming from full-time faculty members rather than graduate assistants. A new emphasis on advising services as well as special programs for honor students ensures that the various needs of individual students will be met.

MARY BALDWIN COLLEGE

Staunton

Mary Baldwin College, a liberal arts college for women, is related to the Presbyterian Church (U.S.A.). The College offers the Bachelor of Arts degree. Founded in 1842 as Augusta Female Seminary in Staunton, it was renamed in 1895 to honor its principal, pioneer woman educator Mary Julia Baldwin. It became a junior college in 1916 and a four-year college in 1923.

The emphases of the institution are on instruction and the preparation of women of all ages for challenging careers and responsible roles in society. The educational program in the liberal arts is designed to foster learning which leads to flexibility of mind and strength of values, and provides the foundation for future careers, professions and positions of leadership.

Students may earn a degree under one of three general programs. The first is the traditional, four-year liberal arts program designed primarily for the residential student who has just attained college age. This program provides a flexible curriculum which makes possible many options in designing a major and in forms of learning which, in addition to regular classes, include independent study and experiential learning projects under faculty guidance. A short May term is used for concentrated study in one area, as well as for off campus externships.

The second program, the Adult Degree Program, is designed to meet the educational needs of adults. The program, which began in 1977, is a non-residential, individualized degree program which permits a student to work independently at her own pace and at a location that best suits her study and life circumstances. The learning contract method of instruction is used. Contract activities may include course work, independent study, correspondence courses, or a combination of these activities. The college assesses and gives credit for the college-level learning a student has acquired prior to admission to Mary Baldwin.



The third program, the Program for the Exceptionally Gifted, offers gifted teenage girls the opportunity to complete high school and college in one five-year program. Begun in 1985, the program allows students to participate in coursework specially designed to meet content and pacing needs, and to live in an environment that supports students' social and emotional needs. The purpose of the program, the only one of its kind in the United States, is to liberate gifted female students from typical pacing and sequencing standards found in most high schools. The program is conducted with Stuart Hall, a private all-female preparatory school in Staunton. PEG students live in their own dormitory on the Mary Baldwin campus.

The student body of approximately 900 degree-seeking students is drawn primarily from the geographic region east of the Mississippi, with the majority coming from Virginia, the Carolinas, Georgia, Florida, Texas, New Jersey, New York, Pennsylvania, and Maryland. Approximately 94 percent of the traditional student body is residential and enrolled in the degree program. Twenty-five percent of the total are off-campus students enrolled in the Adult Degree Program.

Faculty are appointed on the basis of teaching ability and scholarly credentials. Of the 58 full-time faculty, 78 percent hold the highest degree in their disciplines. Among the 16 adjunct faculty, six hold the highest degree.

MARYMOUNT COLLEGE OF VIRGINIA

Arlington

Marymount College of Virginia is an independent college enrolling more than 2,000 students in undergraduate and graduate programs. At the undergraduate level, the College focuses on the education of women and enrolls approximately 1,400 students. Graduate programs are coeducational and enroll approximately 800 students.

Marymount considers itself a liberal arts college with a strong emphasis on career preparation in marketable fields. Each graduate of its undergraduate programs has completed an internship in a corporate, governmental or social service setting in the Washington, D.C. area or Northern Virginia.

The main campus of the College is located in residential Arlington. Off-campus instruction is offered at the Pentagon, at several corporate sites in McLean and Reston and at several hospitals and medical centers in the area.

Marymount was founded in 1950 by a Catholic religious order internationally known for development of schools for women. In 1960 the College was incorporated as a private Virginia institution whose governing board now includes more than 30 alumnae, attorneys, bankers, business men and women, educators and representatives of other professions.

Marymount offers the M.A., M.B.A., M.Ed., B.A., B.B.A., B.S., B.S.N., A.A., and A.A.S. degrees. Undergraduate programs are offered in 32 fields. The College is organized into four Schools: Arts and Sciences, Business Administration, Education and Human Services, and Nursing. Marymount is a member of the Virginia Foundation for Independent Colleges.



NATIONAL BUSINESS COLLEGE

Roanoke

National Business College, an accredited, independent junior college of business, has provided business education for over one hundred years. Accredited by the Association of Independent Colleges and Schools, National Business College offers associate degrees, diploma and certificate programs that emphasize preparing the student for a specific job in one of 15 fields.

National Business College recognizes the importance of updating and adapting program offerings and course requirements. Additionally, the faculty strives to make course material relevant to the job that each student seeks. Program areas include accounting, management, computers, secretarial science, medical assistant, fashion merchandising, and travel and tourism.

National Business College has added five branch campuses to its Roanoke base: Bluefield, Charlottesville, Danville, Lynchburg and Martinsville. In 1984, NBC expanded its Roanoke facilities to a new building which provides students with a cafeteria, student lounge, gym and department learning centers. Computers, word processors and other office equipment allow students to gain valuable practical business experience. NBC operates a women's residence hall in downtown Roanoke which can house 250 women and includes a cafeteria and leisure center.

National Business College encourages students to utilize all physical facilities as well as support services, such as Special Services and the Career Placement Center. Working under the support and guidelines of a federal grant, Special Services counselors and tutors help students understand material, earn better grades and learn new skills for a future job. The Career Placement Center teaches students about job-search skills and career development and assists students in finding rewarding jobs. In 1984, 81 percent of NBC's graduates accepted jobs in the area of their major.



Attracting a diverse mix of students from Virginia, West Virginia and North Carolina, National Business College faculty and staff help individual students learn and grow, intellectually and professionally. National Business College's size permits individualized attention and concern towards students.

NORTHERN VIRGINIA LAW SCHOOL

Alexandria

Northern Virginia Law School is a private, coeducational institution that offers the only program leading to the Juris Doctor degree to be scheduled entirely on weekends. Founded in 1977 as the District of Columbia School of Law and incorporated in Virginia in 1980, the institution awarded its first degrees in September 1982.

Northern Virginia Law School is the first weekend law school in the United States, and its weekend schedule is designed for the convenience of working, mature students with varied responsibilities. The School attracts students from the mid-Atlantic states, and many of those currently enrolled in the program hold graduate degrees in other disciplines.

The Law School faculty is composed of attorneys in the metropolitan Washington area who have extensive experience as government officials and private practitioners. The traditional legal curriculum, requiring more than four years to complete, is taught by the traditional case and casebook method of instruction.



PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION

Richmond

The Presbyterian School of Christian Education is a graduate center for educational ministry which was established in 1914 by the Presbyterian Church, U.S. Today in the Presbyterian Church (U.S.A.), the School is a unique, ecumenical institution serving all Presbyterians and more than 20 denominations. Its purpose is to "prepare men and women for service in church vocations with emphasis upon the educational work of the church at home and abroad."

Students in the small and select student body of approximately 140 represent 22 states and 13 foreign countries. Graduates are in demand as directors of Christian education in local churches, church educational administrators, youth ministers, recreational and camp directors, early childhood education teachers, and other service-oriented occupations. For the past three years there have been seven positions available for every graduate who wishes to work in a local church.

The master of arts degree with emphasis on Christian education is the major two-year degree program, although students and graduates of accredited seminaries may receive the degree in one year. A master of arts with emphasis in church music and Christian education and a master of arts in Christian education and social work are both offered in cooperation with Virginia Commonwealth University. There is also a doctoral program in religious education. The doctor of education degree at the Presbyterian School of Christian Education is a professional degree. Candidates must have a minimum of two years' professional experience in Christian education in addition to a master's degree.

The graduate programs provide both skills training and a strong theoretical foundation for educational decision-making. The curriculum integrates three areas of study — biblical, theological and educational. Nearly one half of each program consists of required courses and the remaining coursework is



composed of electives chosen by the student and faculty advisor to meet the student's career goals and interests. Theory and practice are equally emphasized.

The diversity of the curriculum has led to the development of models for ministry which reach out to the community, to the church nationally and to religious education in all denominations. These year-round

continuing education events include a two-week Summer Institute; a Center on Aging which helps leaders in the church minister to older adults; an early childhood education center; a video education program with on-campus filming facilities; a recreation program for the surrounding community; and a center for volunteer services.

PROTESTANT EPISCOPAL THEOLOGICAL SEMINARY IN VIRGINIA

Alexandria

The Protestant Episcopal Theological Seminary in Virginia was founded in 1823 to educate men for the ministry. It now seeks to prepare both men and women for leadership, either as clergy or lay people, in the church and the world. The Seminary offers programs leading to the degrees of Master of Divinity, Master in Theological Studies, and Doctor of Ministry.

The Seminary is a residential, co-educational theological school of the Episcopal Church providing theological education for individuals interested in preparing for the ministry or other areas of service to the church. The wide variety of required and elective courses in the curriculum demands a diversity of teaching methods. At the same time, independent work by students under supervision of faculty members is encouraged. Field education, required of all students, involves both students and faculty in a diversity of public service activities.

The Seminary has maintained a center for continuing education since 1967 for the "mid-career" training of individuals. The Seminary is a member of the Washington Theological Consortium. This consortium is intended to increase cooperation in theological education in order to take advantage of the resources of the Washington metropolitan area.

Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. The Seminary serves a wide range of students including those of other nationalities. In the midst of a growing urban area, the Seminary uses its geographic location to involve students in the major issues of urban life.

Faculty is encouraged to maintain a continuing interest in research and study. Independent programs of study provide students with the opportunity for individual research.



RANDOLPH-MACON COLLEGE

Ashland

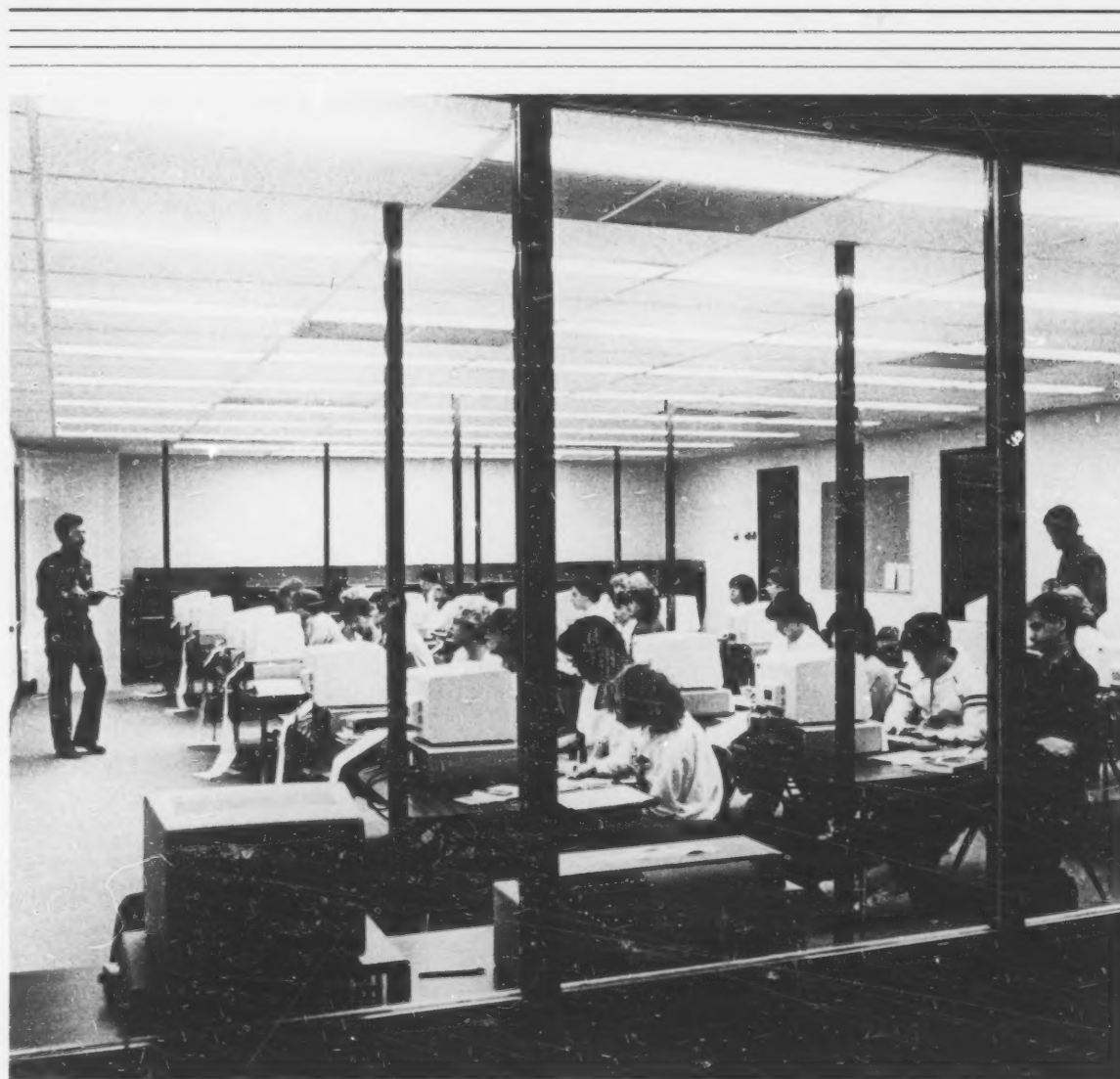
Randolph-Macon is an independent, co-educational, liberal arts college which was founded in 1830 by Virginia Methodists. Although not legally owned by the United Methodist Church, the College continues to recognize its relationship to that denomination. This relationship involves an awareness of the Christian commitment of its founders which led them to establish an educational institution concerned with the search for truth. Randolph-Macon accepts and strives to implement its educational mission in the spirit of those founders.

The liberal arts education at Randolph-Macon is a blend of humanistic and scientific study, rather than specialized or vocational training. The College offers 21 academic majors leading to either the Bachelor of Arts or the Bachelor of Science degree. Students also may elect a formal minor field of study.

The curriculum is designed to develop the individual interests of students while avoiding a narrowness that might result from the development of those interests only. It emphasizes not only traditional academic values but also the importance of the encounter between students and instructors both in and outside the classroom.

Students become involved in research through programs of independent study, senior projects and special courses designed for the four-week January term. An internship program provides diverse opportunities for students to gain practical experience in potential career fields. An approved program for Virginia teacher certification is offered.

The College is primarily residential and draws approximately 65 percent of its students from Virginia. The remainder come from Maryland, New Jersey, Delaware, Pennsylvania and other states. Women comprise 45 percent of the students. Three-quarters of the students are graduates of public schools. The enrollment in 1985-86 was 992.



RANDOLPH-MACON WOMAN'S COLLEGE

Lynchburg

Founded in 1891, in an era when the value of a college education for women was questioned, Randolph-Macon Woman's College has demonstrated from the beginning its commitment, not only to the education of women, but to an education within the humanistic tradition that is characterized by excellence. R-MWC was the first woman's college accredited by the Southern Association of Colleges and Schools, and its charter for Phi Beta Kappa, obtained in 1916, was the first to be granted to an independent woman's college in the south. A four-year liberal arts college located in Lynchburg, it has its own governing board of trustees and is affiliated with the United Methodist Church.

According to the College's catalog "There is no better preparation for a woman's challenges and responsibilities, however she chooses to define them, than an education which affirms her significance as an individual."

The College's dedication to the principle of individuality is reflected in an academic program which offers flexibility and choice for the student. Through the advising process, students are given primary responsibility for establishing their own program.

The curriculum is designed to meet the complementary objectives of breadth — a comprehensive background of knowledge, the hallmark of a liberal arts education — and depth — concentration in a field of special interest.

Thirty-one majors are offered and there are also interdisciplinary majors in 10 programs. For a Bachelor of Arts degree, the curriculum includes study in the humanities and fine arts, the social sciences and the natural sciences. It also prepares students for certification as teachers at the elementary and secondary levels.

Majors in communication, international relations and medical technology were recently introduced, illus-

trating the College's interest in increasing career opportunities while remaining basically a liberal arts college. Apropos of this interest, the College has a Career Development Center and offers a comprehensive internship program. In addition, minors are offered in computer science and in economics and business administration. There are also a number of special educational opportunities available, including the popular Junior Year Program at R-MWC's Center at the University of Reading in England.

For all students, the College emphasizes writing and computer skills, and for students interested in going into education, law, medicine or specific graduate programs, early attention is given to choosing courses that meet post-graduate requirements.

Teaching comes first for the R-MWC faculty. Research is done primarily to enhance the classroom experience but frequently results in publications. Of the 69 full-time faculty, 80 percent hold doctorates or comparable equivalent terminal degrees. There is a faculty to student ratio of 1:10.

Students come from 42 states, the District of Columbia and 17 foreign countries. The majority are from the southeastern United States, with Virginians constituting the largest group. This pattern is expected to continue. The College also expects to continue its status as a single-sex institution, although men may take courses. Randolph-Macon Woman's College serves students from a wide range of social and economic backgrounds.

Women of non-traditional college age are encouraged to continue their education through the Prime Time Program. Special support services and major scholarships help to make the transition into higher education easier for these students.

R-MWC recognizes that it is important to be an integral part of the community and encourages public attendance at its many cultural programs. It also sponsors the Woman's Resource Center of Lynchburg, a private organization which offers extensive educational services to women in the area.



ROANOKE COLLEGE

Salem

Roanoke College was founded near Staunton in 1842 by two pioneer Lutheran clergy, David F. Bittle and Christopher C. Baughman. Originally known as the Virginia Institute, the school was chartered in 1845 and moved to Salem in 1847, when it was renamed the Virginia Collegiate Institute. In 1853 the Virginia legislature granted the institution a charter as Roanoke College, raising it to the rank of a college. The college remains affiliated with the Lutheran Church in America.

Since its beginning, the College's courses of instruction have been basically in the liberal arts. As a coeducational, baccalaureate-level institution with approximately 1,300 students, Roanoke College has a resident student body of about 900. Another 300 full-time students commute, while the remainder are part-time. Half of all students enrolled are Virginians. Large student populations come from Maryland, Pennsylvania, New Jersey, and New York.

The College offers programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration degrees. Current plans are to continue with the 4-1-4 calendar, including a January Interterm.

There are currently 26 majors offered; they are administered through 12 different departments. In addition to majors in most of the traditional liberal arts, several interdisciplinary majors are offered (International Relations, Criminal Justice, Urban Studies) plus several in more specialized areas, such as elementary education and health and physical education, and computer science and statistics. The College maintains a strong undergraduate emphasis in the natural sciences and in mathematics. In the social sciences, students combine strong academic preparation with internship possibilities. A concentration in social work is offered, and a Center for Community Research has been established. The Center will increase student as well as faculty involvement in community projects. Other concentrations are avail-



able in accounting, athletic training, and computer science, as well as pre-professional preparation in medicine, dentistry, engineering, law and ministry.

The Henry H. Fowler Public Affairs Lecture Series, established in honor of an alumnus, a former Secretary of the Treasury, brings international and national leaders to teach classes and speak on public policy. The series has brought Henry Kissinger, Jimmy Carter, Helmut Schmidt, and Jeanne Kirkpatrick to the Roanoke campus. The F.W. Olin Hall for Arts and Humanities is a major link between college and community with its offerings of art, music and theatre, both on academic and performance levels.

Beginning in Fall 1986, the College will offer an Honors Program which will replace the usual distribution of general requirement courses for honors students. The program will serve as a model curriculum, not by being more difficult, but by meshing the subjects normally included in general requirements into a sequence of interdisciplinary courses.

The College has also renewed its focus on the special needs of freshmen with preregistration of all students and the establishment of a Learning Center and a centralized peer-tutoring facility.

An extensive cooperative relationship with Hollins College has developed over the years. Students may cross-register at the colleges during regular semesters. In some majors, such as German, students may complete the program requirements only by taking courses at the other college. A career counseling consortium presently is operating with the joint sponsorship of Roanoke College, Hollins College, Virginia Western Community College and the area public schools. In addition, Roanoke belongs to the Western Region Consortium for Continuing Education.

The continuing education effort is growing steadily, and short-term programs and summer educational opportunities are being designed for special groups in the area. The College also offers educational opportunities and counseling for adult students.

Roanoke College is primarily a teaching institution. Research and public service on the part of individual faculty members are encouraged, but not at the expense of teaching. Research efforts remain modest; the amount of research directly funded from outside sources in any given year does not usually exceed \$50,000. The major grant programs of the College are focused on the improvement of undergraduate teaching and faculty development.

Several professorships have been established at the College which enhance classroom instruction, including the John P. Fishwick Professorship in English and the H. L. Harris Professorship in Business Administration and Economics. The Jordan-Trexler Endowment in Religion has enabled the establishment of the Center for Church and Society, which offers educational programs to demonstrate the role of religion in society. Lecturers are provided through the Henry H. Fowler Public Affairs lecture series.

Roanoke College plans no major modification in instructional purpose or function in the next decade. Enrollment is near capacity and is expected to remain stable.

SAINT PAUL'S COLLEGE

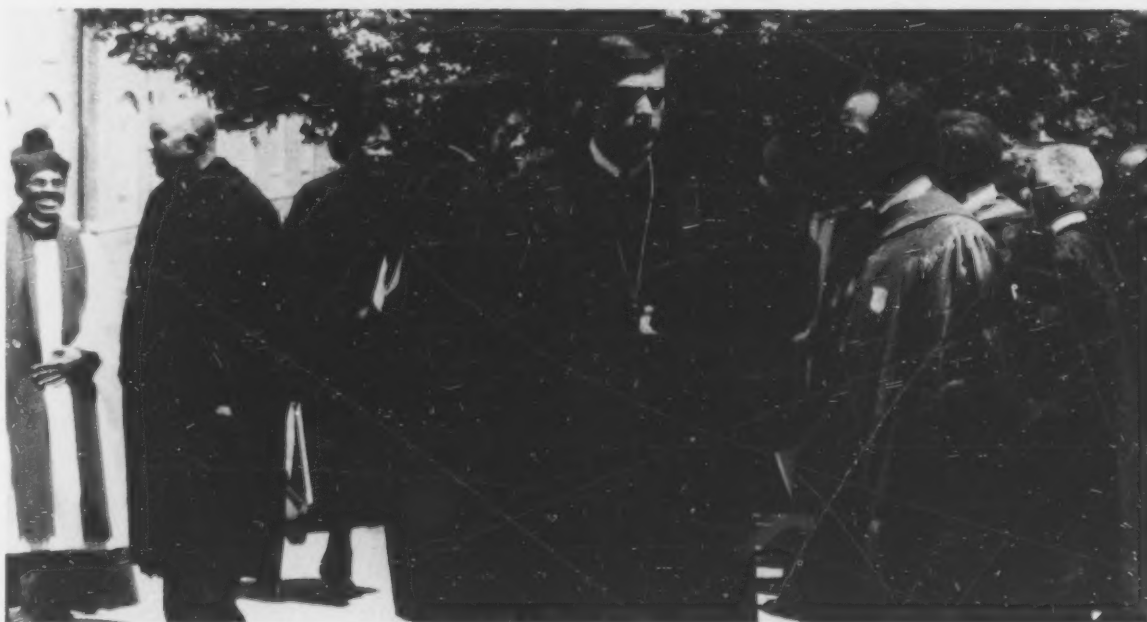
Lawrenceville

In February 1883, a parochial school was organized in the vestry room of a small frame chapel in Lawrenceville in Brunswick County. Soon the quarters of the parochial school became too small for the enrollment, and a three-room structure was built to accommodate the increasing population.

Saint Paul's College, as it currently exists, emerged from this humble beginning. From the Saint Paul's Normal and Industrial School (1888) to Saint Paul's Polytechnic Institute (1941) to Saint Paul's College (1957), the institution has grown. The College places strong emphasis upon building Christian character. Although operated under the auspices of the Episcopal Church of America, by formal resolution of the Board of Trustees, the College is open to students and teachers of all denominations and races.

As a liberal arts career-oriented college, it seeks to develop an intellectual atmosphere in order to meet the broad range of needs of persons who seek admission. In addition to providing the best possible learning environment for its students, the College offers a scope of activities designed to anticipate and fulfill the intellectual, cultural and social needs of its community, both local and extended. Also, the College is committed to innovative approaches in the teaching-learning setting that expand the educational horizons for all students, and to program flexibility which meets the broad range of students' needs. The Honors Sequence Program gives outstanding students the opportunity to explore a variety of disciplines.

The College, with its five departments, offers the degrees of Bachelor of Arts in English, political science and sociology. The Bachelor of Science degree may be obtained in the areas of biology, business administration, office administration, mathematics and general studies. The Bachelor of Science in Education degree is available in biology, business education, elementary education, English, general science, mathematics and social science.



The student body shows a geographical distribution of approximately 19 states and seven foreign countries. The north-south boundary of the states represented extends from Massachusetts to Florida and the east-west boundary from Maryland to California.

The capable cadre of instructors represents 34 of the nation's leading colleges and universities. Forty-four percent of the faculty hold earned doctorates. Members of the faculty hold sixty memberships in the nation's leading professional organizations.

In the age of a highly complex technological society, each member of the Saint Paul's College community has an invitation and an obligation to participate in

an expanding network for the improvement of the quality of life. To meet the technological challenge, each student is required to complete a course in computer information systems. To enhance computer literacy, beginning in 1986 all students will own a microcomputer to be used for classwork. Students will be able to check out software, diskettes or cassettes from the college library just as books are checked out.

The total resources of Saint Paul's College are committed to the development of students who will be equipped to live effectively in a global society.

SHENANDOAH COLLEGE AND CONSERVATORY OF MUSIC

Winchester



Shenandoah College and Conservatory, located 72 miles west of Washington, D.C. in the Shenandoah Valley, grants degrees in nearly 50 programs. Founded in 1875 in Dayton, the College moved in 1960 to its Winchester campus that now covers 61 acres and contains 12 modern buildings. Shenandoah also owns the historic John Kerr Public School building in downtown Winchester; the century-old structure is restored to its original grandeur and now houses the College's nursing and continuing-education programs.

Shenandoah has four schools: the Conservatory, Arts and Sciences, Nursing and Health Professions, and the Harry F. Byrd Jr. School of Business. Associate degrees are offered in nursing, respiratory therapy and piano technology.

The College's four-year baccalaureate programs include a variety of music studies, elementary and secondary education, theatre and dance, English, arts

management, business administration, the sciences, nursing, computer information systems, philosophy/religion, physical education, history, mathematics, and music and recreational therapy.

At the graduate level, Shenandoah offers programs in computers in education, business administration, music performance and music education.

The college emphasizes career preparation, but also intends that its graduates be prepared to pursue graduate study; that they be discerning, effective citizens and creative leaders; and that, having independent learning capabilities, they seek continued intellectual growth.

Shenandoah also stresses a close student-teacher relationship; the student to faculty ratio is 9:1. The student population of nearly 1,000 is about evenly divided between men and women from all social and economic levels. More than 75 percent of the students receive financial assistance.

Students come from more than 30 states and a half-dozen foreign countries. About one-third of them are from a 60-mile radius and another third are from Virginia and the nearby tri-state area of West Virginia, Maryland and Pennsylvania.

Shenandoah College and Conservatory is affiliated with the United Methodist Church. It is a member of, or accredited by, a number of regional and professional associations, including the Southern Association of Colleges and Schools, the Virginia Department of Education, the National Association of Schools of Music, the National League for Nursing, the Council on Education of the American Medical Association, the Virginia Board of Nursing, the University Senate of the United Methodist Church, the National Association for Music Therapy, the National Collegiate Athletic Association, the Association of American Colleges, and the National Association of Independent Colleges and Universities.

SOUTHERN SEMINARY JUNIOR COLLEGE

Buena Vista

Southern Seminary Junior College is a private, non-sectarian, two-year college with an enrollment of 300 women.

Founded in 1867, Southern Seminary is unique in Virginia. As the state's only private two-year college, Southern Seminary plays a special role and adds a distinctive choice for young women considering the educational opportunities available to them in the Commonwealth.

The college offers three degree programs: Associate in Arts, Associate in Fine Arts and Associate in

Science. Majors include liberal arts, animal science, interior design, early childhood education, equine management and physical education. Certificates in horsemanship may also be earned in conjunction with another degree. Students not selecting a degree program may earn a Junior College Certificate.

A faculty to student ratio of 1:9, an innovative mentor system which teams instructors and second-year students with freshmen, dedicated teachers, and a strong core curriculum in the liberal arts make the students' transition from high school to college personal and comfortable. A nationally acclaimed riding program

helps develop physical responsiveness and leadership.

The mission of Southern Seminary is to provide educational opportunities of the highest quality in an atmosphere of concern for each student's growth intellectually and personally. Southern Seminary fully intends to remain a small, two-year college with a program responsive to the special and changing needs of today's young women.



SWEET BRIAR COLLEGE

Sweet Briar



Chartered in 1901, Sweet Briar College is a four-year residential college for women. The aim of the College is to offer sound instruction in the disciplines of the liberal arts, constantly reinterpreted and reorganized to apply to a changing society. To this end, the College also offers interdisciplinary studies, computer science, accounting, business and arts management, and public administration, as well as internships and independent studies. The College confers only the Bachelor of Arts degree.

The institution emphasizes teaching and faculty scholarship, especially that which improves and enriches teaching. Public service activities include programs for cultural enrichment of the local communities, con-

tinuing education for adults who wish to enroll as part-time students or to register in special, non-credit courses designed to meet local needs, special short symposia on contemporary questions, and workshops which address the concerns of today's woman.

Bachelor's degree work is offered in the following fields of concentration: area studies, biological sciences, education, fine and applied arts, foreign languages, literature and letters, physical sciences, psychology, social sciences, and interdisciplinary studies. A new major is offered in Environmental Studies and a program in International Studies has been introduced. An innovative program integrates use of the computer into the liberal arts curriculum, and joint

majors are offered in computer science combined with mathematics, economics and studio art. Further significant additions to programs are being considered in area studies, applied arts, interdisciplinary studies, and selected and pre-professional studies.

With a resident enrollment of 98 percent and a full-time enrollment of 99 percent, Sweet Briar's size is expected to remain relatively stationary. Some 42 states and 29 foreign countries are currently represented within a student body of 750. Sweet Briar endeavors to serve all socio-economic and cultural groups, and a trend of the last ten years has seen some increases in the diversity of students from different economic, regional and racial groups.

UNION THEOLOGICAL SEMINARY IN VIRGINIA

Richmond

Union Theological Seminary in Virginia, a seminary of the Presbyterian Church (USA), was established at Hampden-Sydney College in 1812 and moved to Richmond in 1898. Union is operated by a Board of Trustees composed of members representing the Synod of the Virginias and the Synod of North Carolina.

The seminary's purpose is to provide the highest quality theological education for those preparing to serve the church, to foster continued growth for all ministers through continuing education, and to be a spiritual and educational resource for the whole church. To meet these goals, Union offers a basic program, graduate studies, a program of continuing education, and public access to the Library/Learning Resources Center.

The basic course requires three years, resulting in a Master of Divinity degree. The graduate school offers a program of studies leading to the degrees of Master of Theology and Doctor of Philosophy.

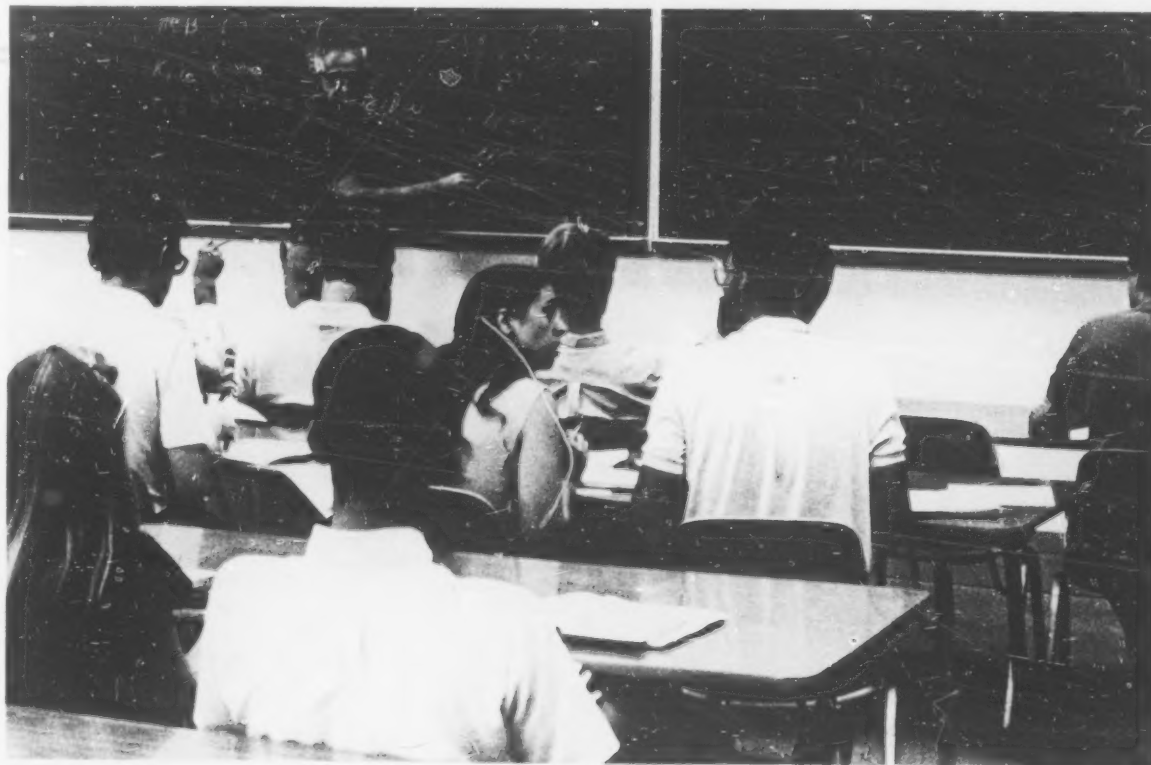
The Doctorate of Ministry degree is a continuing education degree available to ordained pastors who wish to earn a second degree while pursuing their pastoral work. Other continuing education programs are provided to enable alumni and others to study systematically throughout their careers. Both resident and non-resident programs are offered.

The entire program of study is integrated so that each course is related insofar as possible to the other courses and fields of study. Through supervised programs during the academic year and in the summer months, students put into action the skills and knowledge they are mastering in the classroom.

Among the seminary's professional contributions is its publication of *Interpretation*, A Journal of Bible and Theology. Edited exclusively by Union's faculty, it is subscribed to by pastors, professors, students and others in every state and in more than 90 foreign countries.

Union's student body of about 285 represents 35 or more states, and a dozen foreign countries. The average age of the entering class is 31 years. Many of the students already have graduate degrees and have

worked as teachers, social workers, doctors, attorneys and directors of Christian education. Nearly all have served the church in a significant way for years as volunteers or elected officers.



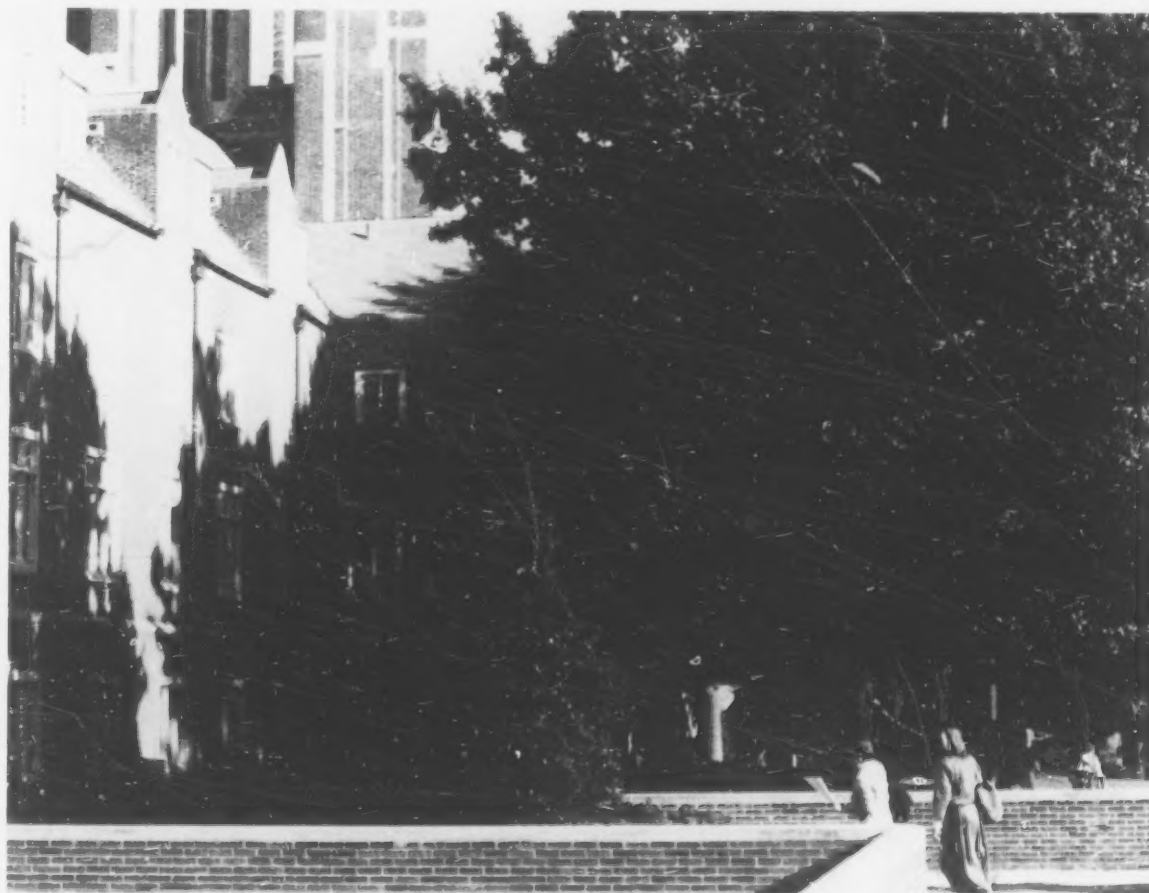
THE UNIVERSITY OF RICHMOND

Richmond

The University of Richmond was founded in 1830 by the Baptists of Virginia and today, as an independent, privately endowed institution, maintains its historic ties with the denomination. The University is composed of the following colleges or schools: Richmond College for undergraduate men, Westhampton College for undergraduate women, the Graduate School, the T. C. Williams School of Law, the E. Claiborne Robins School of Business (and its Richard S. Reynolds Graduate Division), and University College (including summer program, evening and continuing education divisions).

The University of Richmond, situated on a 350-acre campus six miles west of the heart of the city, is the second largest private institution of higher education in Virginia. Its coordinate structure, however, offers the advantages of a coeducational campus along with the benefits of small, separately administered colleges. Primarily a teaching institution in the liberal arts tradition, the University emphasizes instruction of high quality. The faculty is encouraged to participate in research. The University offers cultural activities and presents programs which are open to the public. Also, the programs of University College, which include the Women's Resource Center and the Institute for Business and Community Development, are available to individuals and community and business organizations.

The University of Richmond offers bachelor's degrees in all the traditional liberal arts and sciences disciplines, plus business administration. It offers master's degrees in business administration, the humanities, education and most of the traditional disciplines in the liberal arts and sciences. In addition, the University offers a Juris Doctor degree through the T. C. Williams School of Law. The University continues to concentrate on strengthening its existing programs by fostering a climate of academic excellence and allocating significant new resources to accomplish this goal.



The University is serving an ever-broadening constituency, with its students coming from all over the country and particularly from the area east of the Mississippi. About 25 percent of the 1985 freshman class

are Virginia residents. In the 1984-85 session, full-time and part-time enrollment totals 4,609. The University has some 23,000 alumni from every state and 52 foreign countries.

VIRGINIA INTERMONT COLLEGE

Bristol

Virginia Intermont is a private, residential, coeducational undergraduate college. The College offers four-year programs leading to the Bachelor of Arts degree and two-year programs leading to the Associate in Arts degree.

Founded in 1884 as the Southwest Virginia Institute, it became identified with the junior college movement in 1910. It was the first two-year institution to be accredited by the Southern Association of Colleges and Schools. Four-year programs leading to the B.A. degree were initiated in 1970.

The primary function of the College is teaching-learning. Research and publication are encouraged, but not at the expense of teaching. Several community service functions are associated with the academic program.

Bachelor of Arts programs are offered in art, art education, ballet, biology, church music, communications, early childhood education, elementary education, English, general studies, horsemanship, management, merchandising, music, music education, office administration, photography, psychology-sociology, social work, computer information management, medical technology, philosophy-religion, social sciences and theatre. The teacher preparation programs have been granted "approved program" status by the State Department of Education. The social work program is accredited by the Council on Social Work Education.

Although Virginia Intermont enrolls students each year from approximately 35 states, its primary service area is Virginia and the Eastern Seaboard. Increasing numbers of students from the areas around Bristol, Tennessee-Virginia are being served.

*The College is affiliated with the Baptist General Association of Virginia, but approximately 20 denominations are represented in the student body of about 500.



VIRGINIA UNION UNIVERSITY

Richmond

The roots of Virginia Union University go back to 1865, to the founding of Richmond Theological Institute to provide quality education for newly freed men. The University proper resulted from the merger in 1899 of Wayland Seminary, National Theological Institute and Richmond Theological Institute. Today, as a coeducational, private, liberal arts and sciences university, it offers students of every race and economic group the opportunity to acquire the knowledge and skills to become useful and successful citizens.

Virginia Union University offers undergraduate degrees in four academic divisions of Education and Psychology, Humanities, Natural Sciences and Mathematics, and Social Sciences, as well as a degree in business administration. The School of Theology participates with Union Theological Seminary of Virginia and the Presbyterian School of Christian Education in the Richmond Theological Center and offers the Master of Divinity degree.

The University places more emphasis on teaching than on research and stresses close interaction between faculty and students. Academic programs are geared to meet the needs of individual students. Traditional studies take place side by side with classes aimed at equipping students to function well in the rapidly changing career world.

Students come from more than 25 states and several foreign countries. With a faculty to student ratio of 1:14, Virginia Union can provide students with personalized academic preparation in an atmosphere of mutual caring.

Students can be enriched and broadened through an exchange program with Concordia College of Moorhead, Minn. Those majoring in mathematics or chemistry can transfer to the Engineering Schools of the University of Michigan at Ann Arbor or Howard University to earn a bachelor's degree in engineering.



As a historically black university in an urban setting, Virginia Union nurtures a close relationship with the Richmond community. Approximately one-third of the 7,500 alumni of record live and work in the greater Richmond metropolitan area. Largely because of the Sydney Lewis School of Business Administration, the University has close ties with business and industry in Richmond and the Commonwealth.

Virginia Union offers special programs in humanities and international relations, taking advantage of its proximity to Washington to provide students with an understanding of world problems. Virginia Union University is expanding its continuing education programs as a community service as well as to develop a resource center for black history, art and literature.



VIRGINIA WESLEYAN COLLEGE

Norfolk



Chartered in 1961, Virginia Wesleyan is a coeducational, liberal arts college related to the United Methodist Church. The liberal arts and church-related heritages of the college complement each other and define the values around which the institution has been built. The village concept within the overall architectural plan of the campus supports an institutional commitment to student-faculty dialogue. Located on a 300-acre campus in the center of one of the nation's most rapidly growing metropolitan areas, the college uses this environment to involve students in major issues of urban life. Students also are actively involved on campus in the major decision-making bodies which develop academic as well as student life policies.

Although relatively young, Virginia Wesleyan shows many signs of maturity. Enrollment has risen to 1,000 students who come from 27 states and six foreign countries. Approximately 25 percent of the college's graduates enter either graduate or professional studies. Much of the strength of the institution resides in its nationally recruited faculty, 71 percent of whom hold doctorates or other terminal degrees for their teaching fields. The College places emphasis on excellence in teaching and on close student-faculty relationships. The student to faculty ratio is 16:1. Faculty members are encouraged to maintain an interest in research and study. Independent programs of study provide students with the opportunity for individual research.

Students may choose a divisional major in humanities, social sciences, or natural sciences and mathematics. They also may select a departmental major in one of the following specific disciplines: art, art education, biology, chemistry, communications, computer science/mathematics, education (elementary or secondary), English, French, mathematics, modern foreign languages (French and Spanish), music, philosophy, recreation/leisure services, political science, psychology, religious studies, sociology and theater.



Inter-divisional majors are offered in American Studies, human services, international studies and management/business/economics. Successful completion of any of these programs leads to the Bachelor of Arts degree. Special advisors are available to students interested in pre-law, pre-medicine and pre-theology.

Virginia Wesleyan College believes that educational institutions must remain relevant to the changing needs of students. Consequently, there is an institutional emphasis upon constant re-examination and experimentation. According to future plans, the College expects to grow to a maximum enrollment of 1,200 students.

WASHINGTON AND LEE UNIVERSITY

Lexington

In 1749, Scotch-Irish pioneers founded a small classical school near what is now the city of Lexington. In 1776 the institution was named Liberty Hall, and in 1782 it was chartered by the Virginia legislature as Liberty Hall Academy. In gratitude for financial support received from George Washington, its trustees changed the name to Washington Academy in 1798, and to Washington College in 1813. Robert E. Lee served as president from 1865 until his death in 1870, whereupon the institution became Washington and Lee University.

Washington and Lee University is relatively small (1,737 students in 1985) and privately endowed. It offers undergraduate education in the liberal arts and sciences, and since 1866, professional education in law. The University confers Bachelor of Arts, Bachelor of Science, and Juris Doctor degrees.

Washington and Lee University is involved in instruction, research and public service activities. In its undergraduate divisions — the College and the School of Commerce, Economics, and Politics — some 80 percent of its effort is in instruction, 10 percent in research, and 10 percent in public service. There is no plan to modify this balance.

In the School of Law, the ratios for instruction, research and public service are approximately 75, 10 and 15 percent, respectively. The Frances Lewis Law Center, an integral part of the School of Law, began its operations in 1978, stimulating and supporting research in law reform.

At the undergraduate level, Washington and Lee offers courses and majors in 35 academic disciplines. In addition to majors in the traditional arts and sciences, majors are also offered in business administration, journalism and communications, computer science, and a variety of interdisciplinary studies. Courses, but no majors, are offered in area studies, education and engineering. The University has cooperative programs with several engineering schools



through which students acquire a Bachelor of Arts or Bachelor of Science degree at Washington and Lee and later, an engineering degree at the cooperating institution. There is no plan for expansion to graduate programs in law or any of the other programs.

During the next ten-year period, the University expects to increase its emphasis and support in the areas of fine arts, journalism and communications, education, computer and information sciences, and interdisciplinary studies.

The University considers itself a national institution and attracts students in significant numbers from throughout the nation. However, because of the number of Virginians enrolled (23 percent in 1984) and its many close associations within the state, it looks upon Virginia as its primary area of service.

For many years an all-male institution, Washington and Lee now enrolls men and women in both its law school and its undergraduate programs. Virtually all students are full-time. The atmosphere is residential, although a majority of the students live in private accommodations in the community.

The University recently concluded a major development program in which \$67 million in new funds were raised against a \$62 million goal. The program added \$22.8 million to the endowment and supported construction of a new gymnasium; a new law school building; a new undergraduate library; a new home for the School of Commerce, Economics, and Politics; and extensive general campus improvements and renovations.